DOCUMENT RESUME

ED 276 801 AA 001 158

Resources in Education (RIE). Volume 22, Number 5.

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 87

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 276 816 CE 045 817

Pliske, Rebecca M.; And Others
Towards an Understanding of Army Enlistment Motivation Patterns.
Technical Report 702.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-702
PUB DATE- Jan 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Armed Forces; Economic Factors; *Enlisted Personnel; *Motivation; Surveys
IDENTIFIERS- *Army; *Military Enlistment; Psychological Influences

As part of an ongoing survey effort, new recruits were surveyed at United States Army reception stations across the country during the spring and summer of 1982 and 1983. In addition to presenting cross-tabulated responses for survey questions on recruits' reasons for enlisting, principal components analyses were completed on these data. These analyses indicated that six distinct factors underlying recruits' enlistment motivation could be identified. They were self-improvement, economic advancement, military service, time out, travel, and education money. The analyses suggested that recruits enlist in the Army for a variety of economic and psychological reasons. Eighteen data tables are provided. (YLB)

DOCUMENT RESUME

ED 276 831 CE 045 882

Smith, Edward J.
Barriers to Implementing Title III of the Job Training Partnership Act: Alameda County Employers' Perspective.
PUB DATE- Aug 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dislocated Workers; *Employer Attitudes; *Employment Programs; *Federal Programs; Government Role; Job Training; Postsecondary Education; *Program Effectiveness; Program Improvement; *Retraining
IDENTIFIERS- *Job Training Partnership Act 1982

The Carnation-ILWU (International Longshoremen's and Warehousemen's Union) Project attempted to find employment for a group of unskilled and semiskilled manufacturing workers displaced by the closing of the Carnation Company of Oakland, California. Although more than 2,000 employers were contacted in Alameda County in the year following the closing, the few job openings that were found were unsuitable for the displaced workers. Researchers at the University of California at Los Angeles surveyed a sample of 164 employers who had been contacted by the Carnation Project staff. Their findings suggested three major barriers to the successful implementation of Title III of the Job Training Partnership Act (JTPA). First, JTPA lacked influence on the job market, and program participants were not sufficiently skilled to induce employers to hire them. Second, employers feared that participation would create heavy demands on their time and did not see the programs as reliable sources of labor. Finally, the options available through Title III are not attractive to displaced workers, who tend to be relatively uneducated older people with family obligations, who must find immediate employment to maintain their current lifestyles. It was recommended that Title III develop closer ties with the private sector and with regular job placement agencies and provide options for individual help for program participants. (KC)

DOCUMENT RESUME

ED 276 846 CE 045 926

Copa, George H.; And Others
An Untold Story: Purposes of Vocational Education in Secondary Schools. Summary Report .
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- Dec 85
NOTE- 29p.; For the complete project report, see CE 045 927.
AVAILABLE FROM- Minnesota Research and Development Center for Vocational Education, University of Minnesota, 1954 Buford Avenue, St. Paul, MN 55108 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Benefits; Educational Needs; *Educational Objectives; *Outcomes of Education; Program Content; Program Improvement; *Relevance (Education); School Role; Secondary Education; *Secondary Schools; State Surveys; *Vocational Education
IDENTIFIERS- *Minnesota

This is a summary report of a study that examined the practice and effects of vocational education in 14 classrooms in 8 Minnesota public schools. Data were collected from classroom observations; interviews with students, teachers, administrators, and counselors; and written survey instruments assessing student career development, vocational maturity, and demographic characteristics. Vocational education was found to play an important role in helping students build competence, apply basic skills, think through problems, learn technical skills, explore life roles, learn to work together, express themselves, extend themselves to the community, and practice life roles. Within the context of secondary education, vocational education was found to provide a change of pace from other experiences in the comprehensive high school. However, although the benefits of vocational education are clear, vocational students were frequently confronted with mixed perceptions by other students and by teachers about the value of their vocational education. Vocational education was found to help students in five ways. It helped students experience an egalitarian atmosphere and cooperation and teamwork, provided learning activities relevant to students' lives, gave teachers an opportunity to know their students well, and helped students develop self-esteem. It was concluded that those responsible for planning, administering, and teaching vocational education should continue to be creative and challenge students beyond their expectations, clarify the purpose of vocational education, and continue to provide new areas for student exploration without becoming so specialized as to narrow students' opportunities. (MN)

DOCUMENT RESUME

ED 276 859 CE 045 957

Chang, Frank Tien-Jin
Taiwan Industrial Vocational Education: The Personnel Development Program.
PUB DATE- Dec 86
NOTE- 29p.; Paper presented at the International Conference of the American Vocational Association and the International Vocational Education and Training Association (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Vocational Education; Cooperative Education; Curriculum Development; Developed Nations; Educational Administration; Educational Facilities Improvement; Educational Improvement; Educational Innovation; Foreign Countries; *Industrial Education; *Industrial Personnel; Program Administration; *Program Improvement; *Staff Development; Teacher Education; Technological Advancement; Work Attitudes
IDENTIFIERS- *Taiwan; *Work Ethic

The goal of industrial vocational education is reached only when the technical personnel it prepares find employment in a technological world and enjoy their working experience. Technological upgrading and economic advancement in Taiwan necessitate drastic revisions and improvements in the personnel development program. The government has been improving various areas relating to industrial personnel development, especially as a result of the Industrial Vocational Education Improvement Project. Improvements and innovations are being introduced in each of these areas: teacher training, curriculum, equipment and facilities, teaching material and teaching method, the certification program, cooperative education, evaluation, occupational ethics, administration and management, and the school system. A major focus is balancing technical training with human development. (YLB)

DOCUMENT RESUME

ED 276 873 CE 045 988

Integration of Academic and Vocational-Technical Education: An Administrator's Guide. Competency-Based Vocational Education Administrator Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.

REPORT NO.- ISBN-0-89606-241-4

PUB DATE- 87

NOTE- 112p.; For related documents, see ED 236 383-386 and CE 045 987.

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Academic Education; Articulation (Education); Competency Based Education; *Fused Curriculum; *Integrated Curriculum; Learning Modules; *Management Development; Models; Postsecondary Education; Program Content; Program Descriptions; Program Development; Secondary Education; *Vocational Directors; *Vocational Education

This module, which is one in a series of 29 competency-based administrator education learning packages and related supportive materials focusing upon specific professional competencies of vocational administrators, deals with integrating academic and vocational-technical education. The first section discusses the need to integrate academic and vocational-technical education. In the second section, the following aspects of integrating academic and vocational-technical education are discussed: selecting and using strategies for successful integration, laying the foundation for and conceptualizing the nature and parameters of the intended change, preparing to implement the integration process, actually implementing the change process, evaluating the integration program, and maintaining an ongoing program evaluation and improvement process. The third part describes selected models for

integrating academic, math, science, artistic, and practical skills that have been successful in the following locations: Arkansas, Massachusetts, Kentucky, Pennsylvania, Ohio, Oregon, and West Germany. Each of these program descriptions contains a program title, program description, and address from which to obtain additional information. (MN)

DOCUMENT RESUME

ED 276 887 CE 046 010

Darkenwald, Gordon G.; Hayes, Elisabeth R.
Adults' Attitudes towards Continuing Education.
PUB DATE- Oct 86
NOTE- 16p.; Paper presented at the National Conference of the American Association for Adult and Continuing Education (Hollywood, FL, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; Attitude Measures; *Continuing Education; *Educational Attitudes; *Participation; Test Construction
IDENTIFIERS- New Jersey

A study developed a valid and reliable measure to assess adult attitudes to continuing education. It determined the relationship between attitudes and participation in adult education and identified differences between the attitudes of subgroups of the adult population. A total of 275 adults from the central New Jersey area completed the Adults' Attitudes toward Continuing Education scale, which included 22 items on a five-point Likert scale. Seven items represented attitude-to-situation; the remaining items measured attitude-to-object. An index collected information about behavior related to adult education. Overall, the sample expressed generally favorable attitudes toward continuing education. Significant relationships existed between attitudes and sex, level of educational attainment, and family income. More favorable attitudes were also correlated with behavior as measured by the behavioral index. The identification of behavior as the single most important predictor of attitude suggested the importance of attitude research to a greater understanding of the differences between participants and nonparticipants in adult education. The instruments are appended. (YLB)

DOCUMENT RESUME

CG

ED 276 901 CG 019 516

Luna, Gene; Buchan, Rena

Conducting Needs Assessment in a Student--Family Housing Environment. The Process and Results of a Study.

Florida Univ., Gainesville. Div. of Housing.

PUB DATE- Jul 86
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Housing; *College Students; Demography; Evaluation Methods; *Family Life; Higher Education; *Needs Assessment; *Participant Satisfaction; *Program Evaluation; Quality of Life; Questionnaires
IDENTIFIERS- University of Florida

This report concerns an assessment of the quality of life in Family Housing villages at the University of Florida (UF) which was conducted in April 1986. Section I presents survey particulars such as number of respondents (N=1,551) and rate of survey return (85.7%). Section II contains Hansen's Seven-Step Model for needs assessment which was loosely followed during the evaluation. Section III examines issues about questionnaire design and use, including rate of returns, questionnaire construction, types of questions, layout, cover letters, and questionnaire design. The survey instrument itself is presented in section IV. Section V focuses on the process of the UF needs assessment project and contains a census form, list of goals, brainstorming list, pilot study evaluation, and memos and letters to staff and residents. Section VI presents selected results of the evaluation by category: facilities; staffing issues; safety and security; programs and activities; differences, acceptance, and community; services for residents; childcare; and community information. Section VII lists general findings, section VIII looks at differences among stratified groups, section IX gives census reports of UF Family Housing residents, and section X presents survey results by comparing subgroups (Internationals/Americans, Blacks/Hispanics/Whites, Family Status, Student Status). (NB)

DOCUMENT RESUME

ED 276 915 CG 019 530

Alzheimer's Disease and Related Disorders: The Government's Response. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session (Cold Spring Harbor, NY).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-588
PUB DATE- 21 Jun 86
NOTE- 75p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Diseases; *Family Problems; *Government Role; Hearings; *Individual Needs; *Mental Disorders; Older Adults
IDENTIFIERS- *Alzheimers Disease; Congress 99th

This document presents witness testimonies and prepared statements from the Congressional hearing called to examine questions surrounding Alzheimer's disease, its treatment, funding for research, legal aspects, and support for families of Alzheimer's victims. Opening statements are included from Congressmen Downey, Mrazek, and Manton. Testimonies are provided by two panels of witnesses. The first panel consists of: (1) Ellen Tolle, president of an Alzheimer's Disease and Related Disabilities Association chapter; (2) Janet Walsh, daughter of an Alzheimer's victim; (3) Edna White, a private nurse for Alzheimer's patients; (4) Shirley Kennedy, the coordinator/supervisor of a senior health and counseling center; (5) Paul Arfin, the executive director of the Community Programs Center of Long Island; (6) Timothy Steffens, the administrator of the Birchwood Nursing Home; and (7) Ira Schneider, an attorney. The second panel of witnesses includes Fritz Henn, chairman of the Department of Psychiatry and Behavioral Sciences at Stony Brook University Hospital; Maynard Makman, a professor of biochemistry and molecular pharmacology at Albert Einstein College of Medicine; Richard C. Mohs, assistant director of the Alzheimer's Disease Research Center at Mount Sinai School of Medicine; Paul Helms, assistant professor of psychiatry and director of Stony

Brook University Hospital's Alzheimer's Disease Program; and Ronald M. Lazar, a neuropsychologist at the State University of New York Health Sciences Center of Brooklyn. (NB)

DOCUMENT RESUME

ED 276 930   CG 019 547

Larner, Mary B.
Moving Locally and Maintaining Social Networks: A Challenge for Mothers in Sweden and the U.S.
PUB DATE- 5 Nov 86
NOTE- 14p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Cross Cultural Studies; *Family Mobility; Foreign Countries; *Migration; *Mothers; Place of Residence; Population Trends; Relocation; *Residential Patterns; *Social Networks; Whites
IDENTIFIERS- *Sweden; *United States

The United States is known as a mobile society and recently Sweden has also seen higher rates of mobility. A study was conducted to examine how local residential mobility affects the lives of families in Sweden and in black and white communities in the United States, and to investigate how moving affects social networks. Interviews were conducted with mothers in 413 urban families with a preschool child and follow-up interviews were conducted with 326 of the mothers 3 years later. The United States sample consisted of 53 black and 162 white families in 18 neighborhoods near Syracuse, New York. The Swedish sample consisted of 111 families in Gothenburg and Stockholm. Subjects answered questions about neighborhoods and moves they had made, completed social network lists during the initial interview, and revised lists at the follow-up interview. The results indicated that residential moves were common in all three cultural groups--over one-third of the subjects moved at least once during the 3 years and one-fifth of their network ties were broken. Yet moving and breaking network ties were not closely linked. The effects of different policy environments could be seen in types of moves made by families in each culture. When it came to predicting network change, however, personal characteristics and social preferences were more powerful than macro-social variables. (NB)

DOCUMENT RESUME

ED 276 945 CG 019 562

Ozawa, Martha N.; Morrow-Howell, Nancy
Elderly Volunteers and the Time They Contribute: An Empirical Study.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Nov 86
NOTE- 31p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
GRANT- 90AM0095/01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Emotional Adjustment; Health; *Helping Relationship; *Human Capital; *Human Resources; Individual Differences; *Older Adults; *Predictor Variables; Self Evaluation (Individuals); Voluntary Agencies; *Volunteers

To meet the social service needs of the elderly, many communities across the nation are developing programs to foster social support systems involving elderly volunteers. The System to Assure Elderly Services (STAES) located in St. Louis City (Missouri), mobilizes and trains elderly persons to become volunteers who serve other elderly persons. A study was conducted to investigate characteristics that distinguish the STAES elderly volunteers (N=83) from the elderly (N=246) they serve and to examine the characteristics of the elderly volunteers who spend more time providing services than others do. A survey instrument was used to collect data regarding four human capital resources (physical functioning, psychological adjustment, perceived health, and social resources), demographic characteristics, and months spent in the STAES program. In addition, 63 volunteers kept one-week logs of the time they spent providing volunteer services. The findings indicated that three of the four human capital variables (physical functioning, psychological adjustment, and social resources) were statistically related to the elderly's becoming volunteers. Findings also indicated that the fourth human capital variable, perceived health, was a significant predictor of the amount of time elderly volunteers spent in providing services. (NB)

DOCUMENT RESUME

ED 276 960 CG 019 577

Bailey, Eric J.; Young, Rosalie F.
The Effects of Caregiving on the Family.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Daughters; *Family Relationship; *Mental Health; *Older Adults; *Racial Differences; *Sex Differences; *Social Support Groups; Spouses; Stress Variables
IDENTIFIERS- *Caregivers

The topic of caregiving was investigated with respect to the burden experienced by primary caregivers of older persons who had recently suffered a myocardial infarction. Structured interviews were completed with 104 primary care providers who were part of a larger National Institute on Aging funded survey. The caregivers were of both sexes and differed in their relationships to the patients. Data were analyzed both quantitatively and qualitatively. Scores varied significantly by sex and relationship to patient, but showed little racial difference. Burden levels were higher among women than among men; daughters and spouses were more likely to perceive the caregiving role as stressful; and blacks and whites exhibited comparably similar high burden levels. Burden was found to be significantly correlated with several outcomes. The highest relationship was between burden and mental health problems. As burden level increased, perceived mental problems also increased. Positive affect was significantly associated with lower levels of burden. Physicians, respite care programs, public programs, and caregivers themselves can help to ease caregiver problems. (Author/NB)

DOCUMENT RESUME

ED 276 974 CS 008 613

McKinney, Kay, Ed.
How to Become a Nation of Readers. Research in Brief.
National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
FUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Parent Participation; *Parent Student Relationship; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Skills; Reading Strategies; Teaching Methods; *Textbook Preparation
IDENTIFIERS- *Becoming a Nation of Readers

Presented in three sections, this document contains recommendations based on the conclusions drawn in the Commission on Reading's final report "Becoming a Nation of Readers." Results reported generally indicate that many of America's students could become skilled readers if (1) teachers improved reading instruction, (2) parents spent more time reading with their children, and (3) textbooks were improved. The first section presents the panel's recommendations for teachers; namely, that they renew the emphasis on phonics and reading aloud in the classroom and sharply cut the time spent on workbook activities, replacing it with independent reading time. The second section asserts the importance of parents in laying the foundation for their children's reading abilities and suggests various ways that parents can help their children achieve these skills, including reading aloud to children, discussing stories by asking thought-provoking questions, and encouraging independent reading. The final section presents the panel's conclusion that those who produce textbooks rely too heavily on readability formulas and should, instead, take into consideration clarity, organization, interest, literary quality, and accuracy. (JD)

DOCUMENT RESUME

ED 276 989 CS 008 643

Contee, Carmen; Gerhard, Christian
The Big Shift: From Traditional High School Reading Program to a Thinking Skills Program.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Classification; Cognitive Processes; *Content Analysis; Content Area Reading; *Critical Reading; *Critical Thinking; Grade 10; High Schools; *Reading Comprehension; Reading Materials; Reading Programs; Reading Skills; Reading Strategies; Textbook Content; Writing Skills
IDENTIFIERS- *Thinking Skills

Initial activities in a collaborative reading project for tenth graders were based on the categorizing process, which is the basis for understanding the structure of ideas in most textbooks. Ideas are organized in a hierarchy of related categories moving down from the title, through chapter headings, main headings, subheadings, to paragraphs. Comprehension of textbook material is not possible without understanding relationships among different levels of ideas. Students practiced categorizing objects before they were introduced to the textbook, and they then applied their categorizing skills to reading the textbook--an eleventh grade history text. Since this was a pilot program, it was not formally evaluated. However, some of the results were as follows: (1) attendance in reading classes and behavior in class improved dramatically; (2) the writing of well-organized, structured paragraphs also improved; (3) students were able to analyze different types of relationships; and (4) students gained confidence in their ability to know how to approach textbook material and read efficiently for different purposes. (Appendixes include a teacher information sheet, a worksheet for paragraph writing, data on the relationship between categorizing and reading comprehension, and an information sheet on ways in which high school teachers can help students to think more systematically.) (NKA)

DOCUMENT RESUME

ED 277 003 CS 210 138

Vavra, Ed
A New Method and Curriculum for Teaching Writing and Grammar.
PUB DATE- 4 Oct 85
NOTE- 30p.; Paper presented at the National Conference of the Society of Educators and Scholars (10th, Teaneck, NJ, October 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; English Curriculum; Freshman Composition; *Grammar; Higher Education; Sequential Approach; *Teaching Methods; *Writing Improvement; *Writing Instruction; *Writing Research; Writing Skills
IDENTIFIERS- Hunt (Kellogg)

In order to support an argument for the teaching of grammar in a writing class, this report first summarizes the descriptive studies done by Kellogg Hunt in 1965 and 1970, and the comparative studies done by John Mellon and Frank O'Hare in 1969 and 1973. The second part of the report consists of five workshop handouts about the following topics: (1) prepositional phrases, compounding, and ellipsis; (2) the four variations of the basic sentence pattern; (3) subordinate clauses; (4) gerunds and gerundives; and (5) appositives. Also presented in the second part is a sequential studies done by John Mellon and Frank O'Hare in 1969 and 1973. The second part of the report consists of five curriculum for grades 3 through 12 outlining the skills and concepts to be learned at each stage of a child's development. The final section of the paper reports on a study, the results of which indicated a connection between knowledge of grammar and students' ability to write when the method used to teach grammar is geared to improving writing skills. The report concludes that results of pretests and posttests involving revising a passage of writing support the assertion that the method used to teach grammar can affect students' ability to write. (SRT)

DOCUMENT RESUME

ED 277 017 CS 210 213

Totten, Samuel, Ed.
Teaching Social Issues in the English Classroom.
Arizona English Teachers Association, Tempe.
PUB DATE- 86
NOTE- 216p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Censorship; *Classroom Environment; *Controversial Issues (Course Content); Elementary Secondary Education; *English Curriculum; *English Instruction; *Ethical Instruction; Instructional Materials; *Social Problems; Teaching Methods

Focusing on the rationales and materials for teaching social issues in the English classroom, this thematic issue contains the following articles: "Introduction: Reflections of Society in Literature" (M. B. Fleming); "Addressing Social and/or Controversial Issues in the English Classroom" (S. Totten); "The Growing Threat to Quality Education: How the Censors are Restricting School Curriculum" (A. T. Podesta and C. Macy); "What Price Academic Freedom?" (R. Ehrlich); "Reflections on Controversial Topics and Their Place in the Public Classroom" (O. McGraw); "From the Other Side of the Desk: A Student's View--'Social Issues in the English Classroom--Here Today, Here to Stay'" (D. G. Hunt); "Teaching Controversial Social Issues: Personal and Professional Tasks for Teachers of English" (A. Molnar and D. R. Walling); "Facing Controversy: An Organization's Role in Addressing the Nuclear World" (S. Alexander); "Controversy Doesn't Have to Find the Teacher" (J. D. Black); "Three Tactics for Teaching Critical Thinking through Social Issues" (J. Beck); "Writing Arguments: Opinion or Informed Position" (P. Luther); "Winning Their Hearts and Minds: An Approach to Teaching the Persuasive Paper" (S. Sulkes); "Using Oral Histories to Address Social Issues in the English Classroom (S. Totten); "Incorporating Science and Technology Issues into the English Curriculum" (R. Yager); "Holocaust Education: Reaching Students and Students

Reaching Out" (L. B. Rabinsky); "Three Explorations in Teaching about Peace" (S. Berman); "Student Developed Units on the Nuclear Arms Race" (S. Totten); "Prejudice: Literature in a Conceptual Approach" (M. Kleg); "Making the Most of Cultural Diversity: A Teaching Unit on the Role of Women in Society" (K. Mangelsdorf); "Censorship: A Controversial Study" (S. Totten); "Human Rights and the Study of Literature: Social Controversy in George Orwell's '1984'" (W. R. Ferenkes); "Confronting Controversy in the Classroom with 'The Adventures of Huckleberry Finn'" (L. Bulman); "John Hersey's 'Hiroshima': A Literary Classic for the Classroom" (J. A. Scott); "Controversial Issues in Popular Lyrics, 1960-1985: Teaching Resources for the English Classroom" (B. L. Cooper). A selected annotated bibliography of literature that addresses certain key social issues is also included. (JD)

DOCUMENT RESUME

ED 277 032 CS 210 236

Huard, Susan D.; Malinowski, Patricia A.
An Annotated Bibliography: A Review of the Literature on Computer Assisted Writing for the College Developmental Educator.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Software; Higher Education; Microcomputers; Reading Writing Relationship; Revision (Written Composition); Rhetorical Invention; Secondary Education; *Word Processing; Writing Difficulties; *Writing Instruction; Writing Processes

Intended for educators on the postsecondary level, this annotated bibliography lists ERIC documents and relevant articles concerning computer assisted instruction. Specifically, it contains citations on the following subjects: (1) the philosophy behind computer usage, (2) general information to help decide whether to use computers in a writing program, (3) information on specific university writing programs and commercially available software, (4) practical suggestions and applications for implementing computer-based writing instruction, and (5) available bibliographies. (SPT)

DOCUMENT RESUME

ED 277 047 CS 210 266

Willinsky, John
You Don't Have to Be: Feminist Literary Criticism in the High School.
PUB DATE- 17 Dec 86
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Creative Writing; English Curriculum; English Instruction; *Feminism; *Literary Criticism; *Literature Appreciation; Poetry; Secondary Education; *Teaching Methods
IDENTIFIERS- *Romeo and Juliet; Shakespeare (William)

Feminist literary criticism seems to have the potential to bring new life to old standards taught in the high school English class even if the students are not themselves feminists. A feminist approach to literature instruction was first attempted using "This Is Just to Say" and "The Young Housewife" by William Carlos Williams without having his name attached to the poems. The students discussed whether the poem's voice was masculine or feminine. The next effort at infusing feminist criticism into the classroom used Andrew Marvell's "To His Coy Mistress," Margaret Atwood's "There Must Be More for You to Do" and other poetry that tackled traditional archetypes of men and women. Current efforts to use feminist criticism involved Shakespeare's "Romeo and Juliet," which focused on the elements of language and artistry as well as the influence of feminist criticism. The goal was to provide students with a clearly articulated feminist position on the play, beginning with the idea that this is not merely ill-fated, star-crossed love. While feminist literary criticism is promising for high school literature instruction, the form that it should take is an intriguing challenge in lesson design and refinement. (SRT)

DOCUMENT RESUME

ED 277 062 CS 505 439

Hellerstein, Laurel
Electronic Messaging and Conferencing with an Emphasis on Social Use: An Exploratory Study.
PUB DATE- May 86
NOTE- 21p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Communication Research; *Electronic Mail; Higher Education; *Interpersonal Communication; Interpersonal Relationship; Microcomputers; *Teleconferencing; Use Studies
IDENTIFIERS- Computer Users; University of Massachusetts Amherst

A study explored the social uses of computer-mediated communication, identifying primary users and amounts of time spent using two related systems. Interviews and observations of computer users suggest that a large, socially active computing subculture is based at the University of Massachusetts, Amherst campus. It was hypothesized that members of the subculture are the heaviest users of available electronic mail and electronic conference systems. A questionnaire was administered directly through a special computer program on the University of Massachusetts mainframe. Light users of the electronic mail system reported they used the system to communicate with friends, but they equally reported using the system to get help with homework. Heavy users more frequently used it for social purposes--mainly to initiate friendships and to arrange personal meetings. Light users reported using the conference facility mainly to alleviate boredom. Heavy users of the conference facility reported using the system to initiate friendships. Heavy users also reported spending less time on the phone or in face-to-face communication than light users. The idea that the computer mediates and facilitates an individual's social life leads to interesting questions which further research should attempt to explore. (SRT)

DOCUMENT RESUME

ED 277 077 CS 505 467

Larson, Charles U.
Fantasy Themes, Resonance Theory, and the Evoked Vision of Lake Wobegon.
PUB DATE- Nov 86
NOTE- 51p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986). Small print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Audiences; Communication (Thought Transfer); Fantasy; *Popular Culture; Programing (Broadcast); *Radio; *Rhetoric; *Rhetorical Criticism; Speech Communication
IDENTIFIERS- *Prairie Home Companion (Keillor); Resonance Theory; Symbolic Convergence Theory

This paper uses symbolic convergence theory and evoked recall or resonance theory in an attempt to explain the phenomenon of "A Prairie Home Companion"--a weekly live radio program broadcast by Minnesota Public Radio featuring music and the "news" from fictional Lake Wobegon as related by Garrison Keillor, the show's originator. The paper first examines symbolic convergence theory and then presents evidence of symbolic convergence or "chaining out" in the products and articles that have grown out of the popularity of the radio show. Evoked recall theory is also explained and examples from the radio show are provided to illustrate the theory. The paper argues that the combination of symbolic convergence and resonance theories creates a hybrid called an evoked vision: the ideas catch and "chain out" because they resonate with experiential memories which are evoked by artful and dramatic cues. A long description of Lake Wobegon and its inhabitants is provided. The paper concludes that the rhetorical vision of Lake Wobegon has chained out to a significant number of persons who have adopted the values of the vision and incorporated it into their own lives. (SRT)

DOCUMENT RESUME

ED 277 091 EA 018 968

Davis, Guy; And Others
The Compleat Principal. The Principalship in Georgia 1982-1985: A Summary Report.
Georgia Professional Standards Commission, Atlanta.
PUB DATE- May 86
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; Educational Change; Elementary Secondary Education; Leadership; *Principals; *Superintendents; Surveys; *Teacher Attitudes; *Teacher Characteristics; *Trend Analysis
IDENTIFIERS- *Georgia; United States (South)

The South is part of a dramatic education reform movement championed by a group of progressive governors and motivated by a desire to improve the region's economic future by bettering the education of its work force. Most southern states have significantly raised certification standards, teacher salaries, and per pupil expenditure. Georgia's Quality Basic Education Act (1985) is a comprehensive bill designed to improve every aspect of public education. This composite study, conducted by the Professional Standards Commission, summarizes the findings of four other principalship surveys completed between 1982 and 1985. The first part presents findings and recommendations, along with a summary of relevant data from the four commission studies and the national literature. The second part highlights demographic profiles and views of Georgia teachers, principals, and superintendents, noting significant differences. Major issues needing to be addressed are work force imbalances; school leadership equity problems; the principal's role; educational administration program quality; principal recruitment, selection, and professional development; teacher supply and demand; discipline; public commitment to quality education; and the implications of political, geographic, economic, and cultural diversity. Included are tables, charts, appendices, and a 20-page bibliography. (MLH)

DOCUMENT RESUME

ED 277 104 EA 019 015

Frady, Marshall; And Others
To Save Our Schools, To Save Our Children. The Approaching Crisis in America's Public Schools.
REPORT NO.- ISBN-0-88282-013-3
PUB DATE- 85
NOTE- 222p.; Adapted from "ABC News Closeup: To Save Our Schools, To Save Our Children," as broadcast over the ABC Television Network (Tuesday, September 4, 1984, 8:00-11:00 PM, EST). Photographs will not reproduce well.
AVAILABLE FROM- New Horizon Press, P.O. Box 669, Far Hills, NJ 07931 ($16.95).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Curriculum Problems; Educational Change; Educational Philosophy; Elementary Secondary Education; Equal Education; *Financial Problems; *Public Opinion; Social Discrimination; *Socioeconomic Influences; *Student Needs; *Student Problems; Teacher Effectiveness; Teacher Salaries; *Teacher Welfare; Values
IDENTIFIERS- Excellence in Education

The first two-thirds of this book, an adaptation of the 1984 television documentary "To Save Our Schools, To Save Our Chldren," reports on an ABC News Closeup study of the challenges facing education in the United States. The book discusses the vast dispartities between educational ideals and realities, suggests that the future of American children is in jeopardy, and offers plans for educational reform. The first three parts (under the respective section titles of "Students," "Teachers," and "Public Faith") are subtitled as follows: "The Alarm Now"; "The Waning of the Middle-Class Family"; "The Tribal World of the Young"; "The Imperiled Profession"; "Distracted and Hostile Students"; "Lowered Public Esteem--Poor Pay"; "The Places and the Players"; "The Rising Mediocrity"; "Desertion by the Middle Class"; "Decreased Financial Support"; and "Curriculum Consensus." Part 4, "The Final Peril," warns of the dangers of educational inequalities stemming from economic imbalances in our society. Part 5, "Candles in the Darkness," describes various reform policies emerging from many segments of society. The final third of the book consists of extensive appendices that describe the following programs: assisting latchkey children, aiding disadvantaged pupils, dealing with older students, restoring teacher confidence and competence, and regaining public support. Seven pages of source notes are appended. The foreword and introduction were written by Peter Jennings and Robert Coles, respectively. (IW)

DOCUMENT RESUME

ED 277 117 EA 019 028

Lamontagne, Jacques
Illiteracy, Sex and Occupational Status in Present-Day China.
PUB DATE- 4 Jun 86
NOTE- 74p.; Paper presented at the joint session of the Comparative and International Education Society of Canada and the Canadian Asian Studies Association at the Learned Societies Conference (Winnipeg, Manitoba, Canada, June 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Census Figures; Elementary Secondary Education; *Employment Level; *Ethnic Groups; Foreign Countries; Functional Literacy; Higher Education; *Illiteracy; Occupational Surveys; *Regional Characteristics; *Sex Discrimination
IDENTIFIERS- *China

This study determined the magnitude of disparity between men and women in China in relation to illiteracy and occupational status. Region and ethnicity are used as control variables. The data collected are from a 10 percent sampling of the 1982 census; the total sample size includes a population of 100,380,000 nationwide. The census questionnaire distinguishes six educational levels--from illiterate to college graduate--that are analyzed in this study. Seven types of occupations are distinguished; "workers engaged in farming, forestry, animal husbandry, and fishery" account for 72 percent of the working population. The 55 identified minorities and the majority Han are recorded as nationality groups. Illiteracy is generally more widespread among women than among men, but this relationship varies according to region and ethnicity. Illiteracy is related to occupational status, but women are rarely found among cadres (heads of government agencies, party committees, people's organizations, enterprises, and institutions), even in regions or ethnic groups where the level of illiteracy among women is very low. The effect of region and ethnicity on illiteracy and on the occupational status of men and women could be determined more precisely by an examination of data at the intra-provincial level. Tables of findings comprise nearly one-half of the report. (CJH)

DOCUMENT RESUME

ED 277 131 EA 019 048

Harrison, William C.; Peterson, Kent D.
Pitfalls in the Evaluation of Principals.
PUB DATE- 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Evaluation; *Administrator Responsibility; Administrator Role; Educational Administration; Elementary Secondary Education; Management Development; *Principals; Research Needs; *State School District Relationship; State Standards; *Superintendents

Most systems of administrative control include both formal and informal, explicit and implicit evaluative mechanisms that sense deviation from standards and activate corrective actions to return subordinates to acceptable levels of performance or to correct beliefs. A review of prior studies showed, however, that few school districts have specific standards against which they assess principal performance and outputs. This paper describes a study aimed at correcting some of these deficiencies (1) by employing the Natriello and Dornbusch conceptual model of evaluation, which identifies clearly delineated evaluation stages of allocating tasks, setting criteria, sampling performance and/or outputs, and appraising; (2) by examining all stages in the evaluation process, and (3) by gathering information from both superintendents and principals. A questionnaire sent to a random sample of 200 principals and to all 142 superintendents in a southern state yielded 149 usable returns from principals (74%) and 121 usable returns from superintendents (85%). Results showed that (1) the evaluation system is perceived to be specific and clear in task allocations; (2) a level of uncertainty exists regarding criteria setting; and (3) principals and superintendents disagree on how performance and outputs are sampled. More adequate communication between superintendents and principals is needed. Appended are two pages of references, two tables, and one figure. (IW)

DOCUMENT RESUME

ED 277 145 EA 019 064

Designing Effective Teacher Evaluation Plans. Research in Brief.
National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Guidelines; National Surveys; *Program Effectiveness; School Districts; Success; *Teacher Evaluation

School districts with successful teacher evaluation programs all treat evaluation as a major district responsibility, allocate considerable resources to evaluation, carry out the programs as planned, keep administrators and teachers well informed about the plan, develop methods for ensuring the competence of evaluators, and use the evaluation results. These conclusions were drawn following a survey of 32 school districts across the nation with highly developed teacher evaluation programs, and after further, intensive study of four of the most advanced districts: Salt Lake City, Utah; Lake Washington, Washington; Greenwich, Connecticut; and Toledo, Ohio. The four systems differed, but were similar in sharing the traits found to be common in successful programs. It was concluded that five factors were critical to the development of an effective program: (1) the teacher evaluation system must suit the educational goals, management style, and community values of the school district; (2) the district must be willing to commit time and money to evaluation; (3) the district must establish the goals for its program and design the program accordingly; (4) the program must be useful to the district, to the school community, and to the community at large; and (5) teachers must be involved and given responsibility. (PGD)

DOCUMENT RESUME

ED 277 159 EA 019 092

Deck, Dennis
Applications of Computer Technology in School Profiling and Databased Decision Making. Program Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 15p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Oriented Programs; *Data Collection; Data Processing; *Educational Improvement; Educational Planning; Elementary Secondary Education; *Information Needs; *Information Systems; *Instructional Improvement; Microcomputers; Profiles; School Effectiveness; Technical Assistance; Technological Advancement
IDENTIFIERS- *Database and School Profiling Program; Northwest Regional Educational Laboratory

This paper explores ways in which technology (especially microcomputers) can improve the access to and utility of educational data for school improvement efforts. The paper focuses on the product and project options available to the Northwest Regional Educational Laboratory's Database and School Profiling program, which offers technical and informational assistance to educational agencies. The paper first notes that technology's value lies in four areas: making task performance more efficient, producing higher quality products, automating difficult procedures, and extending capabilities. The paper then reviews six essential steps in the school improvement process as identified in the effective schools literature. Of these steps, data collection and profile production appear best suited to automation, though reviewing profiles and developing improvement strategies are also important, complex steps that could benefit from the application of appropriate technological processes. The final portion of the paper is devoted to examining three specific data gathering and analysis needs of agencies engaged in centralized school improvement planning and four needs of agencies committed to supporting decentralized, local school improvement efforts. The problems, appropriate technological applications, and potential technical assistance strategies are identified for each of the seven needs. (PGD)

DOCUMENT RESUME

ED 277 173 EC 191 378

Schultz, Jerelyn B., Ed.; And Others
The Decision to Parent: A Teaching Guide. Contemporary Parenting Choices. Module 1 .
Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
REPORT NO.- ISBN-0-8138-1595-9
PUB DATE- 80
NOTE- 158p.; For the other guides in this series, see EC 191 379-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($8.05).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Competency Based Education; Curriculum Guides; *Decision Making; Home Economics; Learning Activities; *Parenthood Education; *Parent Responsibility; *Secondary Education; Teaching Methods

The first part of a parenthood education curriculum series intended for use in home economics classrooms, this module focuses on the decision to parent with two major competencies as goals: the ability to appraise the variety of responsibilities involved in being a parent; and the ability to utilize the decision-making process in determining if and when to become a parent. Presented for each major competency in a double page, four-column format, are supporting subcompetencies, generalizations, learning activities, and suggested resources. Subcompetencies include: needs of children, parenting role models, child's rights and parent's rights, economic factors of parenting, optional nature of parenting, factors influencing parenting decisions, factors teenagers need to consider in parenthood decision-making, feelings about becoming a parent, and responsibility for parenting decisions. In addition, activities are coded as to their appropriateness for (1) Future Homemakers of America projects, (2) a mainstreamed class, (3) adaptation for junior high classes. Activities involving sensitive areas requiring consideration of class and community attitudes are also identified. Appended are

various handouts and assignments. A bibliography lists print and nonprint resources. (DB)

DOCUMENT RESUME

ED 277 188 EC 191 393

Understanding Child Care Careers: Unit 12. Parent Education Workbook for Mainstreamed Students. Part II: Child Care. Contemporary Parenting Choices. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-2511-3
PUB DATE- 85
NOTE- 20p.; For the other guides in this series, see EC 191 378-392.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; *Child Care Occupations; *Day Care; Employment Qualifications; High Schools; *Job Skills; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; Parenthood Education; Workbooks

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the sixth in the Child Care part of the workbook, focuses on child care careers and includes individual lessons on types of child care careers, traits and skills needed to work with children, and preparation for a career in child care. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

ED 276 802 CE 045 221

Hines, Donna
Effectiveness of Cooperative Training Component in Postsecondary Vocational/Technical Programs. Final Report.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 86
NOTE- 117p.
CONTRACT- 851/6/3/85-040
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Community Colleges; *Cooperative Education; Employer Attitudes; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; State Surveys; Student Attitudes; Teacher Attitudes; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Texas

A study examined the effectiveness of the cooperative training component of the vocational/technical programs at 30 junior and community colleges and technical institutes throughout Texas. Data were collected from 353 cooperative education students (of 445 contacted), 108 coordinators (of 160 contacted), and 121 work site supervisors (of 488 contacted). Cooperative education was found to be active and functioning in Texas postsecondary institutions and to command a positive attitude from students, coordinators, and supervisors. A wide variation was found among cooperative education components at individual campuses and among programs within campuses. Few state guidelines exist for cooperative education, and those that have been delineated by the Texas Education Agency (TEA) have not been implemented at certain times and in certain institutions. Therefore, the goals of postsecondary cooperative education in Texas should be reexamined, and appropriate state guidelines should be developed. (Appendixes include a glossary; TEA program standards; list of advisory committee members; map showing the distribution of study participants; pilot study evaluation forms; study-related correspondence; worksite supervisor, coordinator, and student questionnaires; and evaluation of the study results, conclusions, and recommendations.) (MN)

ED 276 817 CE 045 818

Maifetti, James L.; Winter, Darlene J.

Drivers 55 Plus: Test Your Own Performance. A Self-Rating Form of Questions, Facts and Suggestions for Safe Driving.

AAA Foundation for Traffic Safety, Falls Church, Va.; Columbia Univ., New York, N.Y. Teachers College.

PUB DATE- Oct 86

NOTE- 20p.; Booklet prepared as part of the Safety Research and Education Project, Columbia University. Colors used in print and symbols will not come through on microfiche.

AVAILABLE FROM- AAA Foundation for Traffic Safety, 2990 Telestar Court, Suite 100, Falls Church, VA 22042 ($2.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; *Driver Education; Middle Aged Adults; *Older Adults; *Self Evaluation (Individuals); *Traffic Safety

This booklet contains a 15-question rating form that provides some guidance to older drivers in beginning to assess their driving skills. The pages following the self-rating form discuss the various questions on the form. After a general introduction, the discussion is divided into five areas that traffic safety authorities have judged critical to safe performance: driving habits, physical conditions, emotions, health habits, and driving records and other indicators. The discussion is organized around why an item is important (facts) and what, if anything, can be done to overcome shortcomings (suggestions), so the individual can maintain safe driving performance or improve it. (YLB)

ED 276 832 CE 045 883

Chenault, Shirley
Six Introductory Lessons for the Microcomputer Spreadsheet. Student's Workbook with Teacher's Key.
PUB DATE- Dec 86
NOTE- 20p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accounting; Business Education; *Computer Oriented Programs; *Computer Software; Learning Activities; Lesson Plans; Mathematics Instruction; *Microcomputers; Postsecondary Education; *Programing; Secondary Education; Transparencies
IDENTIFIERS- *Spreadsheets

This document contains six lessons for a class on using computer spreadsheets. Each lesson contains an objective, terminology, and directions for step-by-step completion of the lesson activites. Worksheets are included for teachers to replicate and hand out or to use as overhead transparencies. The lessons cover the following concepts: introduction to spreadsheets, spreadsheet placement terminology and formula insertions, spreadsheet cursor movements, creating a spreadsheet, entering formulas into spreadsheet cells, entering data and formulas onto the spreadsheet, formatting cells, and correcting cells. A sample advanced lesson, notes to the teacher, and suggested resources are included in the package. (KC)

ED 276 860 CE 045 959

Keenan, Nancy C.
The Job Referral Service Manual (Handbook for Setting Up a Job Placement Service in Rural Areas).
Gloucester County School District, VA.
PUB DATE- Jun 85
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Counseling; Employment Counselors; *Employment Services; *Job Placement; Older Adults; Program Administration; *Program Development; Program Implementation; Referral; Retirement *Rural Areas; Secondary Education; Student Employment; *Volunteers

This handbook provides guidelines for rural areas throughout Virginia or the nation for establishing an employment counseling and placement service. The first section focuses on the Job Referral Service (JRS) organization and administration. It describes the responsibilities and roles of (1) the school administration and faculty who provide support services and supervision, (2) student aides from the business office education program who act as receptionists and clerical assistants in the JRS office, and (3) volunteers (retired business professionals) who interview applicants, receive job orders from employers, and match applicants with job orders. Section 2 discusses school and community benefits from the JRS. Appendixes include sample program materials and forms, such as a budget outline, data cards, applicant interview log, job order form, materials for the office simulation program that provides student aides, and an evaluation form. A six-page pamphlet on the program is attached. It contains information on JRS background, concepts, and operation as well as some statistics. (YLB)

ED 276 888 CE 046 011

Greene, Pamela
Nontraditional Occupations for Women: Wages and Prospects for Employment Including an Examination of Self-Supporting Wage Levels.
Achievement Council, Inc., Oakland, CA.
PUB DATE- 31 Jul 86
NOTE- 64p.; Document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Employed Women; *Employment Opportunities; Employment Patterns; Employment Projections; *Females; *Nontraditional Occupations; *Wages
IDENTIFIERS- *Wisconsin (Rock County)

This report provides information on the wages of specific traditional and nontraditional occupations in Rock County, Wisconsin, especially regarding women. The first section identifies "traditionally male" and "traditionally female" occupations. Two tables list occupations and number/percent of women in the occupations. Section 2 presents in two tables the mean entry-level and overall employee wage levels in Rock County for the occupations defined as nontraditional and traditional. The third section furnishes the estimated minimum wage level that a woman must earn in order to be self-supporting. Explanations are provided of items included in the calculations, such as number of dependents, number of children needing child care, and source of medical insurance. Six tables are provided. The fourth section identifies those occupations with a favorable future employment outlook. Three tables are supplemented by narrative explaining the three criteria used to develop the projections: high replacement rate, expected high job growth, and a prediction of industry expansion. A conclusion suggests programs that should be considered for training women. (Appendixes include instruments and projections by specific occupations.) (YLB)

Elementary School Pre-K Career Guidance User's Handbook. Portland Public Schools Career and Vocational Guidance Project, 1986.

Portland Public Schools, OR. Career and Vocational Education Dept.

PUB DATE- Oct 86
NOTE- 55p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986). For the elementary school K-3, elementary school 4-5, middle school, and high school user's handbook, see CG 019 579, CG 019 580, ED 266 402, and ED 266 401, respectively.
AVAILABLE FROM- Portland Public Schools, 2735 N.E. 82nd Avenue, Portland, Oregon 97220, Attn: Career/Voc. Ed. Dept. ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Awareness; *Career Education; Career Guidance; *Class Activities; Course Descriptions; Learning Activities; *Preschool Curriculum; Preschool Education; Teaching Guides; Young Children

This document presents one of three elementary school level career handbooks designed to complement the existing middle school and high school handbooks and to meet the career goals developed by the Oregon Department of Education. This pre-kindergarten handbook is intended as a tool for teachers to use in meeting the career education goals of their students, and for schools to use in developing a team approach to career education and awareness that involves a career education coordinator, counselors, teachers, parents, and other staff personnel. The handbook is divided into three sections. Section I contains an introduction to career education and background information on career education in pre-kindergarten. Section II lists five pre-kindergarten goals which will help students to: (1) identify and develop attitudes about the world of work; (2) acquire knowledge about the world of work; (3) identify their individuality and continue to develop a relationship with occupational roles; (4) develop skills in decision making, communicating, and creating as related to the world of work; and (5) develop physical and mental skills related to occupational roles. Activities and worksheets to use in meeting these goals are included. Section III contains information on resources, including a 16-page annotated recommended buying list, a 4-page audiovisual resource list, and guidelines for requesting career education field trip funds. (NB)

ED 277 004 CS 210 158

Barnes, Linda Laube, Ed.; Smithson, Isaiah, Ed.
Writing across the Curriculum. Papers from the Annual Composition Conference (Edwardsville, Illinois, 1986).
Illinois Association of Teachers of English, Urbana.
PUB DATE- 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Content Area Writing; Higher Education; *Interdisciplinary Approach; Literature Appreciation; Secondary Education; *Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Writing across the Curriculum

Focusing on the issue of writing across the curriculum, this bulletin includes papers presented at the 1986 Annual Composition Conference. In his introduction, Isaiah Smithson describes writing across the curriculum as a "subversive" activity in that it entails a radical shift in the way teachers teach and learners learn. Toby Fulwiler elaborates on writing across the curriculum as a source of profound pedagogical change and advocates using this pedagogy to effect a "transfer of power" from the teacher to the learner, thereby creating a student-centered curriculum. Stephen A. Bernhardt, Genelle Bedokis, Linda Stevens, Barbara Wilson, and Suzanne Ludwig describe two extensive writing projects, developed at writing-across-the-curriculum summer institutes, that incorporate writing assignments involving students in research within several disciplines. Bradley Hughes calls for encouraging writing across the curriculum by redefining and expanding the role of the writing center. Ron Fortune describes a method for interweaving the teaching of writing and literature by concentrating on students' and teachers' creative processes. Lela M. Detoye explains why writing is such an effective learning tool and discusses how students transfer knowledge and procedures from one learning situation to another. Finally, Susan Gabriel and Donna Singleton provide a brief bibliography of writing across the curriculum that addresses writing as process, general theory, faculty workshops, writing labs, and practical applications. (JD)

ED 277 033 CS 210 242

How Plain English Works for Business: Twelve Case Studies.
Office of Consumer Affairs, Washington, D.C.
PUB DATE- Mar 84
NOTE- 108p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (S/N 003-000-00631-0, write for price).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Communication; *Business English; Case Studies; *Consumer Protection; *Language Usage; *Program Effectiveness; *Technical Writing; Writing Evaluation

Detailing the false starts, uncertainty, and internal questioning that occur as companies organize and manage language simplification projects, the 12 case studies contained in the two sections of this book reveal how some business organizations have benefited by simplifying consumer documents. Descriptions of each case contain information on the background and payoffs of the project, and materials available. The resulting plain English products are said to improve each company's image and competitive position as well as streamline procedures, eliminate unnecessary forms, and reduce customer complaints. The first section details the approaches of the following corporations to assigning responsibility, gathering data, using in-house talent or consultants, and testing materials: (1) Citibank, N. A.; (2) Home Owners Warranty Corporation; (3) J. C. Penny Company, Inc.; (4) Pfizer, Inc.; (5) Roche Laboratories/Hoffman-LaRoche Inc.; (6) Shell Oil Company; and (7) Target Stores. The second section describes simplification projects initiated by four insurance organization that were among the pioneers in the movement to simplify insurance policies in the 1970s: Aetna Life & Casualty, American Council of Life Insurance, Insurance Information Institute, Sentry Insurance, and St. Paul Fire and Marine Insurance Company. An explanation of Flesch Reading East Test is appended, as is a checklist for organizing and managing a corporate plain English project. (JD)

ED 277 048 CS 210 267

LeFevre, Karen Burke
Invention as a Social Act. Studies in Writing & Rhetoric.
Conference on Coll. Composition and Communication, Urbana, Ill.
REPORT NO.- ISBN-0-8093-1328-6
PUB DATE- 87
NOTE- 186p.; Foreword by Frank J. D'Angelo.
AVAILABLE FROM- Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62901 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Cognitive Processes; Cooperation; Curriculum Development; Dialogs (Literary); *Language Role; Language Usage; *Literary Criticism; Rhetoric; Rhetorical Criticism; *Rhetorical Invention; Social Behavior; *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- *Rhetorical Theory

Working from both literary and composition theory, this book argues that American composition theory and pedagogy of the nineteenth and twentieth centuries is founded on the Platonic view that invention is a solitary act in which the individual, drawing upon innate knowledge and mental structures, searches for the truth, using introspective self examination and heuristic methods of various kinds. Invention is then discussed as a social act and four perspectives on invention are presented: (1) the Platonic perspective, (2) the internal dialogic perspective, (3) the collaborative perspective, and (4) the social collective perspective. The book concludes with directions for writers, researcher, scholars, and teachers including studying writing in social contexts, taking note of various kind of people who affect invention, encouraging group authorship and other collaborative activities, increasing flexible work space for group activities, and integrating writing with learning across the curriculum. (SRT)

ED 277 063 CS 505 440

Rancer, Andrew S.
Argumentativeness in Interpersonal Communication Contexts.
PUB DATE- 1 May 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Collective Bargaining; *Communication Research; Decision Making; *Interpersonal Communication; Leadership; Marriage; *Motivation; *Organizational Communication; *Sex
IDENTIFIERS- *Argumentativeness

Recent communication research on argumentativeness has taken the following six directions: (1) investigating factors associated with individuals who differ or vary in the motivational tendency of their argumentativeness; (2) examining the influence of gender on argumentativeness; (3) exploring argumentativeness in marriage; (4) examining the influence of argumentativeness in negotiations, leadership, and decision-making; (5) exploring the interaction of the trait and situational components of the argumentativeness mode; and (6) examining argumentativeness in an organizational context. After brief reviews of the first five research directions, areas of study remaining to be addressed are considered. Additional research should explore how beliefs about arguing and how underlying motivational tendencies develop. It should search for other explanations of why some individuals have extremely low motivation to argue and investigate more fully the highly argumentative individual. Finally, it should examine nonverbal behavior and aggressive communication. (SRT)

ED 277 078 CS 505 469

Schnoor, Larry G.
The Forensic Assistantship: Its Role in the Graduate Program.
PUB DATE- Nov 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistantships; *Graduate Students; Graduate Study; Higher Education; *Persuasive Discourse; *Speech Communication; *Student Responsibility; Teacher Responsibility; Teaching Assistants
IDENTIFIERS- *Debate Coaches

Graduate programs in speech communication offer students a variety of assistantships including a forensic assistantship. Among factors affecting assistantships that have not been investigated in past studies, three stand out. The first factor that should be considered is the size of the entire graduate program in the department. The nature of a forensic assistantship often depends on the size of the school. In many cases, the communication graduate program is small and the only graduate students are those directly involved in the forensic program. The second factor is the employment of a graduate student as the director of forensics. Many schools plead a tight budget and use this as an excuse not to fund a director's position and staff it with regular faculty. The third factor that needs attention is found in the priorities of graduate assistants. For various reasons, students often make their assistantship the first priority, at the expense of their academic studies. The system of using graduate students as assistants in the forensic program can be improved, and investigations into how to improve it should continue. (SRT)

ED 277 092 EA 018 971

McGee, Jerry C.; Andrews, Kathy
The Current Controversy of Educational Malpractice.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Courts; *Educational Malpractice; *Educational Responsibility; Elementary Secondary Education; Legal Problems; *Legal Responsibility; *Teacher Responsibility; *Torts
IDENTIFIERS- *Negligence; *Professional Role

The educational malpractice debate surfaced in the 1970's and has intensified during recent years. The fundamental issue is whether a student or a parent may seek monetary damages for negligence in classifying, placing, or teaching the student. The courts have consistently denied claims of educational malpractice, basing their decisions on controversial interpretations concerning judicial responsibility, the appropriateness of current negligence principles, the existence of a standard of care, the justification of monetary damages, the possibility of burdensome litigation, and the avenues of recourse available to the plaintiff. After briefly presenting the "case" against malpractice claims, this paper advances the proponents' "case," which turns on established principles of negligence as applied to nonteaching professions. A standard of care could be developed for the educational profession. Damages for psychological or emotional injury should apply to educational malpractice suits. School districts should not be exempt from malpractice claims, nor should plaintiffs be without remedy. The paper underlines judicial and professional responsibility to protect students' constitutional rights. All parties' interests are best served through administrative review, followed by legal action, if necessary. The court's primary concern should be to assist the district to correct erroneous acts and to minimize damage to the child's education. Included are several notes and four references. (MLH)

ED 277 146 EA 019 065

McKinney, Kay, Ed.
Public Supports Tougher School Standards. Research in Brief.
National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Educational Attitudes; *Educational Improvement; *Graduation Requirements; National Surveys; *Public Opinion; *Public Support; Secondary Education

According to a national survey of 1,200 adults conducted between November 1984 and January 1985, Americans are solidly in favor of raising standards for graduation from junior and senior high schools, even if the changes result in the failure of their own children to graduate. The respondents were not willing to support these reforms if they were paid for by closing schools or by eliminating existing extracurricular programs, but indicated that they would be willing to pay higher taxes to implement the new standards. Fewer than half of the respondents favored lengthening the school year or the school day. Those surveyed also favored requiring teachers to pass state or national tests and to participate in professional development activities during the summer. Respondents supported raising teachers' salaries, offering merit pay, or both; limiting class sizes; assigning disruptive students to alternative environments; and having teachers encourage students' personal growth. The majority of those polled gave their own local high schools a grade of B or better. The respondents were 81 percent white and 58 percent women; 52 percent had attended college; and their age and geographic distribution were representative of the United States population in general. (PGD)

ED 277 189 EC 191 394

Training Generalized Social Interaction between Severely Handicapped and Nonhandicapped Students in Regular Public School Settings. Final Report.

Utah State Univ., Logan. Dept. of Special Education.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 83
NOTE- 116p.
GRANT- G008302161
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Generalization; *Interaction Process Analysis; Intermediate Grades; *Interpersonal Relationship; *Modeling (Psychology); Normalization (Handicapped); Peer Influence; *Peer Teaching; *Severe Mental Retardation; Training; Tutoring

Six severely mentally retarded students (ages 9-16) were paired with six nonhandicapped fourth- and fifth-graders (Group 1) who received training to act as tutors during outdoor recess. Six of their nonhandicapped friends (Group 2) received no training. Group 3 consisted of all other fourth- and fifth-graders who were also present during the recess period. Social interaction data were collected for the nonhandicapped students on five dependent variables: active participation, social initiation, responding, teaching, and reinforcing. Three independent variables (social interaction training for Group 1, feedback, and followup) were systematically introduced during intervention. Results indicated that, as training progressed, the frequency of the trained behaviors for Group 1 substantially increased. Effects of training generalized to Group 2, and Group 3 showed an overall increase in social interactions with the handicapped students. It is suggested that training a few subjects could produce a generalization effect, and that unless the nonhandicapped children are trained, there will not be any high level of interaction between handicapped and nonhandicapped students. Appended are a student handbook for peers of handicapped students, an accompanying training guide for teachers or trainers, and a section on data collection procedures. (JW)

Pastorello, Thomas; And Others
Contributions to Successful Aging by Familial Caretakers as Differentiated by Sex of Caretakers: Social Policy Implications.
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Family Relationship; *Helping Relationship; *Older Adults; Parent Child Relationship; *Sex Differences; *Sex Role; *Social Support Groups
IDENTIFIERS- *Adult Children; *Caregivers

Research has explored the relationships between older adults in need of help and the informal support systems of caregivers. A preliminary analysis was conducted to examine all major facets of gerontological caregiving relationships and to differentiate findings in each area by the sex of the caregiver. Subjects were 121 informal caregivers of elderly relatives who were clients of the Loretto Geriatric Center of Central New York. Subjects completed questionnaires about their thoughts, feelings, and actions relevant to caregiving and their relationships to the care receivers. The results revealed that 79% of the caregivers were women. The overwhelming majority were family members, 45% of whom were adult daughters, 11% adult sons, and 11% adult siblings. Most respondents reported positive feelings about the caregiving relationship. Some sex differences were revealed: more women than men reported resentment toward non-helping relatives; more women than men felt their own health had suffered; and more men than women felt they did not do enough for the care received. These results say much about sex roles in American society and suggest implications with respect to social policy and the formal versus informal support systems of the elderly. A two-page reference list concludes the document. (NB)

ED 276 946 CG 019 563

Jones, Brent M.
Interpersonal Attraction as a Function of Appearance and Competition
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (32nd, Fort Worth, TX, Apri 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Competence; *Competition; Higher Education; *Interpersonal Attraction; *Physical Characteristics

While the influence of competence on interpersonal attraction has been examined from several perspectives, the attraction literature is relatively silent with respect to competitive interactions between the sexes. A study was conducted to examine the roles of competence and physical appearance in liking responses. Male (N=43) and female (N=53) college students competed in a staged quiz against a "pretty" or "plain" female confederate, the level of attractiveness predetermined by grooming and mode of dress. Quiz questions represented the subjects' favorite and the confederates' ostensive least favorite category. Having memorized the answers, confederates either decisively won or lost. Following the contest, subjects and confederates were directed to an adjoining room to sit on a bench. Subjects sat closer to and better liked the prettier confederate. Liking was found to be independent of the competitive outcome. These results suggest the subordinate role of competitiveness vis-a-vis appearance on liking judgments. (NB)

ED 276 975 CS 008 614

Morris, Darrell
Teaching Reading in Kindergarten: A Language-Experience Approach. Occasional Paper No. 13.
National College of Education, Evanston, IL. Reading Center.
PUB DATE- Oct 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decoding (Reading); Grouping (Instructional Purposes); *Kindergarten; Language Experience Approach; Primary Education; *Reading Ability; *Reading Instruction; *Reading Tests; *Teaching Methods

In accordance with current recommendations concerning teaching reading to kindergarten children, this paper presents a kindergarten reading curriculum. Included are a description of major instructional techniques, a time-line illustrating how instruction might evolve across the school year, and finally, a battery of informal tasks for assessing reading ability at the end of the kindergarten year. (SRT)

ED 277 118 EA 019 031

Loehr, Peter
Relationships between Teacher Interview Scores and On-the-Job Performance.
Lorain City Schools, Ohio.
PUB DATE- Jul 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of School Personnel Administrators (48th, Houston, TX, October 26-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; Compliance (Legal); Elementary Secondary Education; Employer Employee Relationship; *Employment Interviews; Employment Practices; *Equal Opportunities (Jobs); *Evaluation Criteria; Performance Factors; Personnel Policy; School Districts; Teacher Effectiveness; *Teacher Evaluation; Teacher Rights; *Teacher Selection; Teaching Experience
IDENTIFIERS- Preemployment Skills

Relationships between classroom teacher preemployment interview scores and performance during the first 6 months of employment were investigated in an Ohio school district. Permanently employed teachers were the target of the study, which used data from 4 aspects of interview scores and 13 performance criteria to study relationships between 2 groups. Group "A" was composed of 14 individuals who interviewed consistently well; group "B" was comprised of 12 individuals who interviewed consistently less well. Research included descriptive data of those hired concerning age, race/ethnicity, training, experience, date of hire, and salary. Such information was part of monitoring nondiscriminatory employment practices and results. On each of the 13 performance-related items, the "A" group performed better than did the "B" group. Interview procedures are concluded to have a predictive value in teacher job performance. Descriptive data ensured that interview procedures provided equal employment opportunities. Bachelor degree grade point averages are not related to interview scores or teaching performance. Based on this study's findings, recommendations are (1) to improve personnel department responsibilities, (2) to lessen the school district's liability in allegations of illegal discrimination, and (3) to monitor interview and selection procedures. Data results and interview profiles are

included. (CJH)

ED 277 132 EA 019 050

Stevenson, Robert G.
How to Handle Death in the School. Tips for Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Dec 86
NOTE- 4p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Guides; Administrator Role, *Death; *Grief; *Principals; *School Counseling; Secondary Education; *Suicide; Teacher Workshops

School administrators can learn how to take decisive and positive action in dealing with the grief and the emotional reactions of students and staff members in the event of a tragedy. Guidelines for dealing with tragedy can be implemented in most schools. An individual student affected by a tragedy should be informed quietly, simply, and directly by an authority figure in a private surrounding and accompanied by a person close to the student. The student's teacher should be informed of the circumstances. When the entire school community is affected by a tragedy, the chief school administrator should make an announcement to the entire student body and then have one or more persons go to each class and discuss the meaning and effect of the loss, and answer questions. If a memorial is planned, students should be encouraged to take an active part in the project. Staff workshops should be scheduled before a tragedy occurs so that teachers can see what feelings and experiences of their own might help or complicate the situation. A profile to help parents and professionals identify potential teenage suicide victims is provided. (MLF)

ED 276 847 CE 045 927

Copa, George H.; And Others
Purposes of Vocational Education in Secondary Schools of Minnesota: Some Insights from Current Practice.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- Jun 86
NOTE- 214p.; For the summary report, see CE 045 926.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Benefits; Educational Needs; *Educational Objectives; Equal Education; *Outcomes of Education; Program Content; Program Improvement; *Relevance (Education); School Role; Secondary Education; *Secondary Schools; State Surveys; *Vocational Education
IDENTIFIERS- *Minnesota

A study examined the practice and effects of vocational education in 14 classrooms in 8 Minnesota public schools. Data were collected from classroom observations; interviews with students, teachers, administrators, and counselors; and written survey instruments assessing student career development, vocational maturity, and demography. Vocational education was found to help students build competence, apply basic skills, think through problems, learn technical skills, explore life roles, learn to work together, express themselves, extend themselves to the community, and practice life roles. Moreover, within the context of secondary education, vocational education was found to provide a change of pace from other experiences in the comprehensive high school, let students experience an egalitarian atmosphere and cooperation and teamwork, provide learning activities relevant to students' lives, and help students develop self-esteem. However, vocational students were frequently confronted with mixed perceptions by other students and by teachers about the value of their vocational education. It was concluded that the purposes of vocational education must be clarified and that students must be challenged beyond their expectations and given new areas for exploration without becoming so specialized as to narrow their opportunities. (Appendixes include a transcription of an observation segment, a blank observation record form, the various interview schedules, the student survey instrument, and descriptions of the sites studied.) (MN)

ED 276 874 CE 045 989

Vocational Home Economics Education. Coalition Statement I.

Home Economics Education Association, Washington, D.C.

PUB DATE- Jan 79
NOTE- 19p.; For a related document, see CE 045 990.
AVAILABLE FROM- Home Economics Education Association, 1201 Sixteenth Street, NW, Washington, DC 20036 (Publication A261-08436; price, $1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Cooperative Planning; Definitions; *Delivery Systems; Educational Objectives; Educational Policy; *Financial Support; Government Role; Home Economics; *Home Economics Teachers; *Homemaking Skills; Leadership; National Organizations; *Occupational Home Economics; Organizational Objectives; Position Papers; Professional Associations; Professional Development; Secondary Education; *Teacher Education; Teacher Qualifications; Teacher Responsibility
IDENTIFIERS- American Home Economics Association; American Vocational Association; *Coalitions; Home Economics Education Association

In May 1977, the governing bodies of three professional organizations concerned with vocational home economics education (the American Home Economics Association, the American Vocational Association, and the Home Economics Education Association) formed a coalition. Consisting of two representatives of each organization, the coalition has as its primary objective to increase communication and project a unified thrust and focus on issues related to vocational home economics education. This statement outlines the coalition's main tenets pertaining to the scope and definition of vocational home economics education. The coalition's operating guidelines are enumerated. Next, vocational home economics education is defined as education that prepares males and females for (1) the occupation of homemaking and (2) paid employment in home economics occupations. The scope and

significance of the occupation of homemaking and home economics occupations are examined. Covered next are the funding and structure of vocational home economics and current funding needs. The rationale for homemaking education is discussed. Current and proposed structures for funding and developing a delivery system for vocational home economics education are set forth. The history of federal involvement in vocational home economics education is summarized. The final three sections deal with the preparation of teachers and leaders, competencies needed by vocational home economics educators, and their responsibility for professional development. (MN)

ED 276 902 CG 019 517

Gardiner, John A.
Cops, Consultants, and Goldfish: Variations in Nursing Home Regulation.
SPONS. AGENCY- Retirement Research Foundation.
PUB DATE- Nov 86
NOTE- 30p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Role; *Certification; *Government Role; *Nursing Homes; *Punishment; *Standards

Nursing home regulatory agencies are subjected to a variety of pressures. Nursing home residents' families and friends want the agencies to "get tough" while the nursing home industry wants agencies to act as consultants rather than cops. The task of regulating nursing homes in the United States is primarily carried out by units of state government, operating under Medicaid certification guidelines and procedures set by the Health Care Financing Administration. State agencies in fact have enormous discretion as to how the guidelines will be interpreted, what level of compliance will be expected, and when and how non-compliance will be penalized. Data on the imposition of penalties by the states show enormous variations in which penalties (fines, decertification, etc.) are used, and what proportion of facilities are penalized. The states with more facilities are more likely to use penalties; few other correlations appear. (An appendix details the lack of reliable data on regulatory enforcement and the reasons why available data do not permit comparisons of states' enforcement policies.) (Author/ABL)

ED 276 916 CG 019 532

Dempsey, Richard A.
Adolescent Suicide. The Trauma of Adolescent Suicide. A Time for Special Leadership by Principals.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 86
NOTE- 25p.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Crisis Intervention; Prevention; *Principals; *School Personnel; School Role; Secondary Education; *Suicide
IDENTIFIERS- *Adolescent Suicide

This monograph was written to help principals and other school personnel explore the issues of adolescent suicide and its prevention. Chapter 1 presents statistics on the incidence of adolescent suicides and suicide attempts. Chapter 2, Causes of Suicide, reviews developmental tasks of adolescence, lists several contributors to adolescent suicide, and examines two of the most prevalent causes--depression and the loss of a parent--in more depth. Eight myths about suicide are discussed in chapter 3. Chapter 4 describes warning signs under the categories of verbal clues, behavioral clues, and situational clues. Ten critical questions to ask a student are suggested for school personnel who notice suicide warning signs in a student. Chapter 5 addresses the issue of alienation from the family as a possible contributor to adolescent suicide. Chapter 6 focuses on prevention and describes the functions of a school Crisis Resource Team and an Adolescent Study Team, both composed of various school personnel. Staff awareness, parent programs, health programs, and the student role are also explored. Chapter 7 suggests ways for schools to respond to a suicide, focusing on the role of the principal. The final chapter addresses the psychological impact of an adolescent suicide on a principal. (NB)

ED 276 990 CS 008 644

Kinney, Martha A.; Schmidt, John
Relating the Parts to the Whole in Novel Reading: Using Story Grammars to Teach Plot Development in Novels.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Lesson Plans; *Novels; *Reader Text Relationship; *Reading Comprehension; *Reading Instruction; *Story Grammar; *Story Reading; Teaching Methods
IDENTIFIERS- *Plot (Fiction)

A three-stage lesson sequence that used story grammars to teach plot development has been proved successful with a group of eight above average third grade students reading Deborah and James Howe's "Bunnicula." The first stage was a training unit designed to familiarize children with a typical story grammar's parts: a theme and plot consisting of the setting, goal, problem, attempt to solve the problem, solution, and reaction. The novel was introduced in the second stage and a master story grammar chart was constructed as a basis for the review, prediction, and summarization tasks that guided children's reading. In the third stage, children identified which chapters dealt with particular grammar parts on the master story grammar chart. In doing this, they came to recognize the interrelation of the chapters and gained a metacognitive awareness of the novel. Children responded enthusiastically when asked about the story grammar technique, saying that it helped them understand the novel better and gave their reading purpose and organization. In addition, this strategy helps teachers write better study questions, improve the reading comprehension of less advanced readers, and aid students in writing their own stories. (Master story grammar charts are included.) (JD)

ED 277 018 CS 210 214

Mack, David J.
A Newspaper Career? A Publisher's Personal Answer.
PUB DATE- 86
NOTE- 10p.; A publication of the Press & Sun-Bulletin, Binghamton, NY.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Choice; Career Education; Career Planning; Careers; Elementary Secondary Education; *Employment Opportunities; Journalism; *Newspapers; *News Reporting; *Occupational Information

In response to an eighth grade girl's questions about selecting a newspaper career, this pamphlet provides information on a number of aspects of the newspaper industry from a publisher's personal point of view. Educational requirements are discussed, emphasizing the necessity of a 4-year college degree in journalism or a related field and a solid grasp of the English language, and other helpful skills are described, such as knowing how to type and use microcomputers. Following a brief description of the chief executive officer's role at the newspaper, newspaper jobs in the following areas are outlined: reporting, editing, accounting, advertising, circulation, employee relations, marketing/promotion, and production. A separate section details the function and characteristics of the reporter. Finally, the monetary

opportunities available in the newspaper industry are described, emphasizing that news reporting is not particularly rewarding in the financial sense but can provide many intangible rewards. (JD)

ED 277 105 EA 019 016

Graczyk, Sandra L.; Kiser, Chester
A Comprehensive Model for the Design of Micro and Mini Computer Systems in School Districts: A Guide for Developing Computer Systems for Local School Districts.
New York State Association of School Business Officials, Albany. Research and Development Div.
PUB DATE- 86
NOTE- 181p.
AVAILABLE FROM- Publication Sales, New York State Association of School Business Officials, 119 Washington Avenue, Albany, NY 12210 ($19.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Guides; Administrator Role; Annotated Bibliographies; Computer Literacy; Computer Software; *Computer Uses in Education; *Data Processing; Elementary Secondary Education; *Microcomputers; *Minicomputers; School Districts; *School Personnel; Staff Development; User Satisfaction (Information)

This administrative and instructional guide offers information and recommendations for computer design techniques based on literature sources and school district applications; design of micro- and mini-computer systems is intended for those with little or no experience. Chapter 1, "Planning for the Computer System: Choosing Purposes and Parts," deals with selecting inputs, including strategic and tactical plans, a feasibility study, data and material inputs, and the marketplace. "Designing a Logical Structure for the Computer System: Establishing Organization," chapter 2, discusses comprehensive and integrated computer systems, integrating system subsystems, and internal and external user support subsystems. Chapter 3, "Designing Effective Processes for the Computer System: Determining Outputs and Dealing with Constraints," presents information on effectiveness, security, software piracy, and equal access. "Designing Efficient Processes for the Computer System: Implementing the Computer System," chapter 4, discusses developing a change plan, a timetable, support, and training programs. Chapter 5, "Evaluating the Computer System: Providing for Feedback and Adaptation," analyzes environmental change, system stress, and ongoing planning. "Synthesis of the Model," chapter 6, forms a concise design guide. The final chapter offers conclusions and future implications. Eight appendices provide forms for school use, an annotated bibliography, and selected school district references. (CJH)

ED 277 160 EA 019 093

Hiatt, Diana Buell
Post-Sputnik Educational Reform Era: To Dream the Impossible Dream.
PUB DATE- 86
NOTE- 8p.; Paper presented at the Annual Meeting of the California Educational Research Association (Los Angeles, CA, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Educational Change; *Educational History; Elementary Secondary Education; *School Role; Social Action

From the launch of Sputnik in 1957 until the approval of Proposition 13 in California in 1978, pressures for academic and social reform prompted numerous changes in the schools. Academic reforms were begun first, focusing on curricular revisions in reading, mathematics, and science. Social reform efforts led to the equalization of access to education and the creation of new courses to prepare children to become effective citizens. Conflicts between the two reform movements, an overabundance of innovations, and shrinking financial support eventually brought the era to an end. Some innovations did take root, however, including the use of behavioral objectives, the application of research techniques in curriculum development, the decentralization of decision-making, and the development of new types of instructional materials. The changes also created some new dangers, such as those inherent in restricting instruction to the teaching of measurable skills, misusing research efforts to enhance fundraising, adopting "teacherproof" materials that can demoralize teachers, and focusing teacher education on academic content at the expense of pedagogy. Reviewing the mistakes of the post-Sputnik era and recalling the era's spirit of enthusiasm and dedication may help future reformers find effective paths to change. (PGD)

ED 277 174 EC 191 379

Schultz, Jerelyn B., Ed.; And Others
Sexuality and the Adolescent: A Teaching Guide. Contemporary Parenting Choices. Module 2.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
REPORT NO.- ISBN-0-8139-1815-5
PUB DATE- 81
NOTE- 270p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($14.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Curriculum Guides, *Decision Making; Developmental Stages; Family Influence; High Schools; Home Economics; *Interpersonal Relationship; Learning Activities; *Parenthood Education; Peer Influence; Pregnancy; *Self Concept; *Sex Education; *Sexuality

The second part of a parenthood education curriculum series intended for use in high school home economics classrooms, this second module focuses on sexuality and the adolescent with three major competencies as goals: (1) ability to describe how teenagers' concept of self is affected by growth and development in adolescence; (2) ability to explain the influence of interpersonal relationships within and outside the family on sexual attitudes and behavior during adolescence; and (3) the ability to describe the stages of pregnancy and the decisions to be addressed in each stage. Presented for each major competency, in a double page, four-column format, are supporting subcompetencies, generalizations, learning activities, and suggested resources. Subcompetencies include: values and the emerging self, developmental tasks of teenagers, social development, sex role socialization, intimacy, principles of human communication, family and peer influence on sexual values and behaviors, sexual behavior choices, responsibilities of a mature sexual relationship, meaning of conception, common signs of pregnancy, choices during pregnancy,

and childbirth. Some activities are identified as possibly sensitive and requiring evaluation of class and community before use. Appended are various handouts and assignments. A bibliography lists print and nonprint resources. (DB)

ED 276 818 CE 045 822

Including Sex Equity in Career Education Programs: A List of Ideas for School Buildings.
Michigan State Dept. of Education, Lansing. Office for Sex Equity.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Education; *Community Resources; Elementary Secondary Education; *Learning Activities; *Nontraditional Occupations; *Parent Participation; Parent School Relationship; School Community Relationship; *Sex Fairness

This pamphlet offers brief descriptions of ideas for including sex equity in career education programs. Activities are suggested to encourage parent participation and use of community resources. All grade levels from early elementary to secondary are represented. Sample activities include a language arts contest, student council projects, a hall of fame of individuals in nontraditional occupations, Friday fun days for participation in nontraditional experiences, special features in student newspapers, a nontraditional career fair, a media fair, visitations by parents in nontraditional occupations, a career auction, and peer shadowing. (YLB)

ED 276 976 CS 008 616

Cooter, Robert B., Jr.; Flynt, E. Sutton
Reading Diagnostic Reports: A Research Summary.

PUB DATE- Oct 86
NOTE- 16p.; Paper presented at the Annual Meeting of the College Reading Association (30th, Knoxville, TN, October 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Reading Achievement; Reading Centers; *Reading Diagnosis; Reading Programs; Reading Research; Reading Skills; *Reading Tests; Reports; *Student Evaluation; Test Interpretation; *Test Results

Focusing on the important role that reading diagnostic reports (RDRs) play in the diagnostic/prescriptive process, a study evaluated RDRs at 26 reading centers to gain insights into the commonalities of RDRs at American institutions and to identify new trends in communicating perceived strengths and weaknesses in reading to parents and educators. Findings indicated that most RDRs (1) required the following background information: personal data, clinician's name, educational history, reason for referral, student interests and attitudes, and a listing of tests administered; (2) included assessment data pertaining to such areas as comprehension, reading attitude/interest, and reading vocabulary; (3) provided some type of interpretation of the assessment; (4) provided suggestions to parents such as activities for encouraging reading at home; and (5) proposed a variety of intervention strategies for teachers. The most noticeable trend identified in RDRs was the movement toward simplicity: the tendency is for reports to be shorter, less complex, and written in language that most parents and educators can understand. Results also revealed a movement toward informal assessment procedures that concentrate more on process information than product and that include the assessment of affective dimensions. Results suggested that reading tests constitute useful tools for validating the progress and reliability of developmental and remedial holistic reading programs. (JD)

ED 277 034 CS 210 244

Steele, James; And Others
The Teaching of Composition: A Study of the Approach to Writing Skills in Ontario Faculties of Education and Teachers' Colleges, Related Surveys, and a Bibliography. Volume I.
Carleton Univ., Ottawa (Ontario). Dept. of English.
SPONS. AGENCY- Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- Dec 80
NOTE- 322p.; For volumes II and III, see CS 210 245-246.
LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Educational Theories; Foreign Countries; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Questionnaires; Secondary Education; *Teacher Attitudes; *Teacher Education Curriculum; Teacher Education Programs; Teacher Qualifications; Teaching Experience; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Ontario

Questionnaires were given to teachers practicing in Ontario Schools, to student teachers, and to faculty members in a survey of the approach to writing skills instruction in Faculties of Education at nine Ontario universities and at two Ontario teacher education colleges. Several of the 15 unanimous recommendations resulting from an analysis of responses are as follows: (1) more financial support should be provided for the production of new composition textbooks at the intermediate and senior levels, (2) more time should be allotted to language arts instruction in general and to writing instruction in particular in the Faculty of Education timetable, (3) representatives of all the Faculties of Education should draw up a common syllabus for an intermediate-senior English course, and (4) Faculty of Education language arts instructors should meet with English instructors on a regular basis to discuss their educational objectives. To ensure inservice teacher education in language arts, the final recommendation suggests that continued certification be dependent on proof of inservice training in areas directly relevant to teachers' work in the classroom and that this relevance be defined in consultation with the Teachers' Federation. Six separate minority recommendations regarding the program are offered. (Appendixes describe the procedures of practicing English teachers in Ontario secondary schools and include sample questionnaires given to both student teachers and practicing teachers.) (JD)

ED 276 803 CE 045 393

Anderson, D. Harold
The Status of Vocational Teacher Education in University Council for Vocational Education Member Institutions. Research Report.
University Council for Vocational Education.
PUB DATE- Jun 86
NOTE- 228p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Doctoral Programs; *Enrollment Trends; *Financial Support; Higher Education; Masters Programs; *Program Administration; Program Content; *Teacher Education; Teacher Role; *Vocational Education

The purpose of the study reported in this document was to describe the quantitative and qualitative characteristics of the vocational teacher education programs among institutions that are members of the University Council for Vocational Education. A questionnaire was mailed to representatives of each member institution in October 1985, with a 100 percent response rate. Findings were reported in seven areas: personnel, credit hour production, administrative structure, financial information, undergraduate data, masters degree programs, and doctorates. The following implications were drawn: (1) the number of full-time faculty in vocational education units in universities has been reduced during the past five years; (2) the use of graduate teaching assistants has increased; (3) faculty members in vocational education units spend more time teaching and less time conducting research than do their counterparts in other academic disciplines; (4) salaries are similar among vocational education and other academic teachers; (5) most institutions have seen reduced demand for vocational education courses during the past five years; (6) the state agencies administering vocational education have reduced the priority for funding vocational teacher education during the same period; (7) reduced resources have forced a higher percentage of vocational education budgets to go for salaries rather than for equipment; (8) the quality of vocational education students has increased, but their numbers have declined; and (9) the number of students in doctoral programs in vocational education has declined. (The majority of this report is made up of tables supporting the data findings.) (KC)

ED 276 833 CE 045 884

Ross, David
An Assessment of Vocational and Technical Education in the South Pacific Region.
PUB DATE- Dec 86
NOTE- 17p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Educational Needs; *Educational Trends; Futures (of Society); Postsecondary Education; *Program Development; Program Implementation; Program Improvement; Secondary Education; *Technical Education; Technological Advancement; *Vocational Education
IDENTIFIERS- *South Pacific

Technical and vocational education in the developing countries of the South Pacific region vary from the well-established to just commencing. Within the region as a whole, facilities exist to meet all the needs for semiskilled and skilled workers as well as for most middle and higher level needs; additional needs not catered to within the region can readily be met within adjacent countries. Most countries have established organizational structures from which further development of technical and vocational education can take place. Every country has a growing youth population who need further education to become full contributing members of their communities. Everywhere, officials are convinced that they need to provide such opportunities for their youths; however, a majority of the countries lack the financial resources as well as a sufficient supply of well-trained local personnel to administer and teach such programs and will need initial assistance to achieve this. (Most of this paper is made up of short summaries of the vocational education resources of the countries in the Pacific Region. The following countries are profiled: Cook Islands, Fiji, Kiribati, Nauru, Niue, Papua New Guinea, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, and Western Samoa.) (KC)

ED 276 861 CE 045 963

Mayfield, W. A.
Developing and Managing Technology Partnerships between Industry and Higher Education.

PUB DATE- Dec 86
NOTE- 20p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Feasibility Studies; Higher Education; Industrial Education; Industry; *Information Networks; Job Training; Needs Assessment; Postsecondary Education; *School Business Relationship; *Technical Education; *Technology; Vocational Education
IDENTIFIERS- *Partnerships; University of Texas Tyler

The University of Texas at Tyler (UTT) has assumed the responsibility of developing and initiating a partnership organization between industry and education within the East Texas community. A communication network involving local, state, and national government, chambers of commerce, industry, business, and education will be the core of the partnership. The intent of this partnership effort is to identify the potential benefits, investigate opportunities that can evolve from such a relationship, explore the level of interest within the East Texas community in developing a partnership organization, and determine the population to be served by the partnership organization concept. Meetings with the groups that will be involved will focus on gathering information related to a "Proposed Technology Partnership Organization" graphic model. UTT will appoint a technology partnership council and a communication network. When a technology application center is developed, UTT will coordinate responsibilities with that center. A feasibility study currently being conducted will determine training/educational needs, participants, existing training/educational opportunities, and existing training centers that would participate. (The survey and survey data and a working draft of the Technology Partnership Organization are appended.) (YLB)

ED 276 889 CE 046 012

Mitchell, Bill
Workshop on Office Automation and Telecommunication: Applying the Technology.

PUB DATE- 5 Dec 86
NOTE- 34p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Automation; *Computers; Computer Software; Data Processing; Electronic Control; *Electronic Equipment; Electronic Mail; Facsimile Transmission; *Futures (of Society); Information Networks; Man Machine Systems; Microcomputers; *Office Machines; *Office Occupations; Office Occupations Education; Organizational Communication; Postsecondary Education; Secondary Education; Technological Advancement; Telecommunications

This document contains 12 outlines that forecast the office of the future. The outlines cover the following topics: (1) office automation definition and objectives; (2) functional categories of office automation software packages for mini and mainframe computers; (3) office automation-related software for microcomputers; (4) office automation architecture top-down design; (5) office automation architecture bottom-up design; (6) office automation architecture departmental design; (7) telecommunications--wide area networks; (8) a sampling of public databases; (9) electronic mail/message/voice systems; (10) electronic document-based filing systems; (11) a comparison of optical disk technologies for office automation applications; and (12) the office in the year 2000. Most outlines are one to two pages in length. (KC)

Petrie, Simon D.
Child Abuse and Neglect: Guidelines for School Personnel.
Brisban Coll. of Advanced Education (Australia).
REPORT NO.- ISBN-0-9588306-0-6
PUB DATE- 86
NOTE- 25p.
AVAILABLE FROM- Brisbane College of Advanced Education, Department o Education Studies, Kelvin Grove Campus, Kelvin Grove, Queensland 4059, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Child Caregivers; *Child Neglect; Children; Early Childhood Education; Elementary Secondary Education; *Identification; *Legal Responsibility; School Personnel; *School Responsibility; Sexual Abuse; *Teacher Responsibility; Teacher Role; Teachers; Victims of Crime
IDENTIFIERS- Australia

This booklet was written for educators and child care personnel wh are uncertain about their roles in reporting suspected cases of child abuse and neglect. The guidelines contained in this document are intended to promote: (1) the development of school policies on child abuse and neglect; (2) the raising of awareness about the problem; (3) the raising of awareness about child abuse and neglect laws and procedures; (4) the establishment of cooperative intervention strategies involving appropriate community resources; and (5) the development of procedures in dealing with suspected cases of child abuse or neglect. The role of teachers in dealing with suspected cases of child abuse or neglect is outlined. The diagnosis of physical neglect, physical abuse, sexual abuse, and emotional abuse or neglect is discussed. Charts listing physical and behavioral indicators of each of these abuse categories are included. Procedures for reporting suspected cases are explained, a chart of a community agency locator is provided, and a checklist for reporting and a suggested report form are included. (NB)

ED 276 932 CG 019 549

Rubel, Robert J.
A Comprehensive Approach to Drug Prevention.
National Alliance for Safe Schools, Austin, TX.

PUB DATE- 84
NOTE- 5p.
AVAILABLE FROM- National Alliance for Safe Schools, 501 North Interregional, Austin, Texas 78702 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Policy; Discipline Policy; Drug Abuse; *Illegal Drug Use; Marijuana; *Police School Relationship; *Prevention; *School Policy; School Role; *Search and Seizure; Secondary Education; Student Behavior

This paper presents a two-phase approach to drug prevention which can be implemented by the schools. Materials presented here describe approaches taken by various schools or school districts nationwide. Phase One concerns board of education policies. The offenses of simple possession or use of a drug and possession with intent to sell are differentiated and appropriate disciplinary action for first, second, and third offenses are considered. Suspension and the recommmendation for expulsion are discussed. Phase Two of the drug prevention approach involves various forms of hassling actions by the schools, designed to teach students that drug use is too risky to engage in at school. Five techniques are described: (1) locker visits; (2) hall passes; (3) the "poor child must be sick" approach; (4) covert photography; and (5) the use of marijuana sniffing dogs. The use of dogs is described as a step-by-step procedure which will teach students that it is expensive and risky to bring drugs onto school grounds. (NB)

ED 276 947 CG 019 564

Sheehan, Nancy W.
The Etiquette of Helping in Congregate Housing.

PUB DATE- Nov 86
NOTE- 23p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Helping Relationship; *Housing; Middle Aged Adults; *Neighborhoods; *Older Adults; *Physical Health
IDENTIFIERS- *Congregate Housing

Recent research on informal support in senior housing has suggested that frail tenants receive limited assistance from their neighbors. Far less attention has been directed at understanding the role of healthy, independent tenants as neighborly helpers. Informal neighborly assistance among tenants in a congregate housing facility was examined to identify the types of helping behavior which occurred among tenants. In-depth, open-ended interviews with 24 tenants revealed four patterns of assistance: (1) high helpers; (2) activity helpers; (3) reciprocal helpers; and (4) non-helpers. High helpers saw themselves as helping many tenants in the complex. Activity helpers helped their neighbors by performing various activities. All activity helpers reported that their assistance was sporadic. Reciprocal helpers limited their involvement to one or two special friends. Non-helpers were respondents who had recently moved into the complex, who reported health problems which interfered with their helping, and who reported that they had never been asked to help or that their efforts to help had been rebuffed. Housing managers should be aware of the important role that activities may play in providing opportunities for helping. (NB)

ED 276 962 CG 019 579

Elementary School K-3 Career Guidance User's Handbook. Portland Public Schools Career and Vocational Guidance Project, 1986.
Portland Public Schools, OR. Career and Vocational Education Dept.
PUB DATE- Oct 86
NOTE- 249p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986). For the elementary school pre-K, elementary school 4-5, middle school, and high school user's handbook see CG 019 578, CG 019 580, ED 266 402, and ED 266 401, respectively.
AVAILABLE FROM- Portland Public Schools, 2735 N.E. 82nd Avenue, Portland, Oregon 97220, Attn: Career/Voc. Ed. Dept. ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Awareness; *Career Education; Career Guidance; *Class Activities; Course Descriptions; *Elementary School Curriculum; Learning Activities; Primary Education; Teaching Guides; Young Children

This document presents one of three elementary school level career handbooks designed to complement the existing middle school and high school handbooks and to meet the career goals developed by the Oregon Department of Education. This kindergarten through grade three handbook is intended as a tool for teachers to use in meeting the career education goals of their students, and for schools to use in developing a team approach to career education and awareness that involves a career education coordinator, counselors, teachers, parents, and other staff personnel. The handbook is divided into three sections. Section I contains an introduction to career education and background information on career education in kindergarten through grade 10. Student goals are listed and minimal expectancies for kindergarten through grade five are given. Career guidance activities are suggested and forms and worksheets are provided. Section II contains a suggested kindergarten through grade three matrix, and student activities, worksheets, and handouts for use in the career education program. The activity-by-month matrix lists activities for kindergarten through grade three. Five program goals are suggested for each grade and each goal is accompanied by a set of career guidance activities. Title, grade level, objectives, time, materials, and procedures are included for each of the 76 career guidance activities. Section III contains information on resources, including a 16-page annotated recommended buying list and a 4-page audiovisual resource list. (NB)

ED 277 005 CS 210 161

Keirstead, Phillip O.
The Newsroom to the Year 2001.
PUB DATE- 29 Aug 86
NOTE- 20p.; Keynote address presented at the International Conference of the Radio-Television News Directors Association (Salt Lake City, UT, August 29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; *Broadcast Television; Cable Television; *Futures (of Society); *News Media; *News Reporting; Nonprint Media; *Prediction; *Production Techniques; Programing (Broadcast); Video Equipment; Videotex

Projections for a possible scenario for a television broadcast newsroom in 2001 would include a nearly completely computerized system, one which will write scripts, select and create graphics, organize newscasts and visuals, keep records, do research, and manage the newsroom from terminals. This computer system will generate many more newscasts and provide news to a greater variety of outlets than are available today. Television newsrooms in 2001 will be high-tech centers, filled with games and gadgets, where technology will replace almost all human effort except communication (as in editing and creating the newscast). Other innovations in the communications industry will be high definition TV, some form of home TV alphanumerics teletext, videotex, or both, cable as a nearly equal partner in the national media mix, investment of network money in cable broadcasting, direct broadcasting by satellite, and a more global outlook for local TV news. Data and video will be moving around the world via the telephone company's fiber optics. Better research into what individuals are watching will help broadcasters program to large but still "minority" segments of the audience. (NKA)

ED 277 049 CS 210 270

Kurth, Ruth J.
Using Word Processing to Enhance Revision Strategies during Student Composing.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; High Schools; Peer Evaluation; *Revision (Written Composition); Student Attitudes; *Teaching Methods; *Word Processing; *Writing Instruction; *Writing Processes; Writing Research

A study examined whether the use of word processors would enhance the amount and quality of students' revisions. Subjects, 28 high school sophomores and juniors enrolled in a special class for interested writers, met twice a week for 60 minutes in either a computer laboratory (experimental group) or in a regular classroom (control group). Findings showed that students learned basic word processing skills quickly and with only limited practice. Results indicated that the use of word processing in composition had motivational value, facilitated group discussions about writing, and helped foster peer editing. However, findings also showed that neither the length of the two groups' compositions nor the amount or quality of their revisions differed significantly. Analyses revealed that the experimental group had misspelled significantly fewer words than the control group--probably because it had access to a "spell checker." Questionnaires given to both groups to measure their attitudes about writing indicated that the experimental group felt significantly more positive than the control group about the instruction they had received, about their ability to write, and about editing groups. Overall, results showed that word processing can enhance the teaching of composition but cannot substitute for quality instruction in the entire writing process. A 46-item reference list is appended. (JD)

ED 277 064 CS 505 442

Price, Vincent; And Others

The Stanford Reading and Television Study: A Progress Report.
Stanford Univ., Calif. Inst. for Communication Research.
SPONS. AGENCY- John and Mary R. Markle Foundation, New York, N.Y.
PUB DATE- May 86
NOTE- 39p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Family Environment; *Media Research; *Reading Achievement; Reading Habits; *Reading Research; School Attitudes; *Television Viewing
IDENTIFIERS- Stanford Reading and Television Study

The Stanford Reading and Television Study was undertaken to research the relationship between children's television viewing and their acquisition of reading skills. This progress report outlines the design of the study, describes the nature of the data which were collected, and summarizes key analyses of the data. The results reported indicate a consistent and significant (albeit relatively weak), negative relationship between television viewing and reading achievement. A hypothesized displacement of reading time by television was not supported, nor was a hypothesized relationship between the family media environment and students' reading achievement supported for the full sample of children in the study. Finally, current objectives and future directions in research are outlined, and analyses of the relationship between television viewing and attitudes toward school are briefly discussed. Tables of supporting data are appended. (Author/SRT)

ED 277 079 CS 505 470

Fulkerson, Gerald

Rhetoric and Private Address: Christian Values and the Rhetorical Sensitivity Approach to Interpersonal Communication.
PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; *Audience Analysis; *Biblical Literature; *Christianity; Ethics; *Interpersonal Communication; Interpersonal Relationship; Philosophy; *Rhetoric; Rhetorical Criticism; Speech Communication
IDENTIFIERS- *Rhetorical Sensitivity; Rhetorical Theory

In light of rhetorical approaches to interpersonal communication, this paper compares the ethics behind the "rhetorical sensitivity" concept of Roderick Hart and Don Burks and the ethics of Christian communication. Outlined are Hart and Burks' exposition of the characteristics of the rhetorically sensitive person which are then compared to the characteristics of Jesus and Paul as they are presented in the Bible. The main characteristic of rhetorical sensitivity, as it differs from Christian interpersonal values, is then described: the interpersonal rhetor analyzes the situation and selects from his/her repertoire of behaviors those that promise to be maximally adaptive. The paper argues that Hart and Burks would find the Christian perspective too restrictive for optimally effective rhetorical interaction and would allow internal inconsistency in rhetorical discourse in order to achieve desired ends. In comparison, the paper argues that while the Christian ethical system easily accommodates the notion of rhetorical adaptation, it is a deontological, rather than a teleological, approach that explicitly limits both means and ends. Finally, the paper describes the rules-based ethic of Christianity as driven by a concern for the Other, thus clarifying its essential distinction from Hart and Burks' situation ethic, which is driven by a concern for the complexity of the Other. (SRT)

EA

ED 277 093 EA 018 997

Young, J.; Elliott, M.
Teacher Screening and Selection Processes: A Survey of Nine Winnipeg School Divisions.

PUB DATE- 1 Jun 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Winnipeg, Manitoba, Canada, June 1-4, 1986). Figure 1 has broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Decision Making; Elementary Secondary Education; Employment Practices; Foreign Countries; Interviews; Organizational Theories; *Personnel Management; Research Needs; School Districts; Schools of Education; Teacher Administrator Relationship; *Teacher Qualifications; *Teacher Recruitment; *Teacher Selection
IDENTIFIERS- *Manitoba (Winnipeg)

This research study, still in the data collection stage, analyzes teacher recruitment among nine Winnipeg area school divisions by describing practices and decision-making criteria. The report focuses on three elements in the decision-making process as defined by Lipham--decision stages, decision involvement, and decision content. Data were collected through interviews with each division's superintendent or administrator involved in recruitment, and from division documents. Tables and figures present data findings. Concerning decision stages, two structures are important in all jurisdictions. The centralized file of general applications is used to varying degrees. The internal bulletin is a more restrictive mechanism for alerting people to vacancies and occasionally supplements the central file. School divisions attach importance to interests of employed teachers and prefer those with proven experience. Regarding decision involvement, two questions emerge: Who is involved in selection? and, At what stages do actors become involved? Decision content focuses on criteria for identifying the "ideal" candidate, which include academic excellence, interpersonal skills, and experience. The study briefly discusses the role of schools of education and the need for prospective teachers to be visible and flexible. Additional areas to be researched include exploration of the "ideal" candidate and career profiles of young graduates and teachers. (CJH)

ED 277 133 EA 019 051

Fortenberry, Robert N.; Tadlock, James A.

Pupil Discipline in an Urban School District: The Second Year of a Longitudinal Study.

Jackson Municipal Separate School District, Miss.

PUB DATE- Nov 86

NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Corporal Punishment; *Discipline Policy; Elementary Secondary Education; *Expulsion; Legal Problems; Longitudinal Studies; School Effectiveness; *Student Behavior; *Student Rights; *Suspension

IDENTIFIERS- Mississippi (Jackson)

The school effectiveness movement stresses a safe and orderly learning environment for students. Concern for students' and parents' legal rights, coupled with recent criticism of school practices regarding corporal punishment, suspension, and expulsion, has spawned research into theoretical, practical, and legal implications related to pupil behavior and discipline. This study illustrates the need for reliable information from which informed decisions about student discipline can be made. A system for collecting and managing districtwide discipline data is described. Aided by many tables and charts, this paper summarizes results from the first two years of a longitudinal study conducted in Jackson (Mississippi) public schools during the 1984-85 and 1985-86 school years. A standardized form was filled out for each instance of disciplinary action. Findings indicate that (1) disciplinary action frequency varied among schools and grade levels; (2) most offenses involved minor fighting incidents, classroom disruption, and insubordination; (3) most offenses occurred in classrooms, hallways, or on school grounds; (4) only a few students were multiple offenders; (5) district costs for suspensions were considerable; and (6) the frequency and number of offenses decreased the second year. The district should create a more unified discipline policy, continue special teacher training in behavior management, and develop special programs for potential offenders and suspended students. Included are seven tables, two charts, and an appendix comprised of three disciplinary action forms. (MLH)

ED 277 147 EA 019 066

Wiles, Jon W.; Bondi, Joseph W.
Making Middle Schools Work.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-139-9

PUB DATE- 86
NOTE- 103p.
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314 (ASCD Stock Number: 611-86046--$7.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Innovation; Intermediate Grades; Junior High Schools; *Management Teams; *Middle Schools; Participative Decision Making; *Preadolescents; *Program Evaluation; *Values Clarification

Over the past 20 years, the middle school has been a major innovative movement changing the face of intermediate education. While hard to define exactly, middle schools have different priorities and purposes than junior high schools. The former serve preadolescents (ages 10 to 14) through a balanced, comprehensive program. Middle school programs need clear definition and constant reevaluation to monitor program effectiveness and prevent slippage. Success depends heavily on sound curriculum development and management. This report describes the Wiles-Bondi Curriculum Management Plan (CMP), which draws from the work of Tyler and Taba and the widely used accreditation process format. The CMP introduces regularity into the change process by superimposing a management schemata over the curriculum development framework and forcing values clarification and commitment along the way. Establishing goals, assessing needs, and determining priorities are essential steps. The model is based on several key points: involving school staff, administrators, and parents; directing change from the top; basing decisions on hard data; and driving change by evaluation and accountability. Developing an effective management team is a must. The standard curriculum development cycle of analysis, design implementation, and evaluation is bolstered by the CMP routine. Procedures are amply illustrated by 33 figures and 4 appendices that include sample survey forms, two articles on adolescents, and a list of selected teacher competencies. (MLH)

ED 277 161 EA 019 094

Trahan, Robert N., Jr.
Education and Leadership: An Obligation and a Challenge.
PUB DATE- Oct 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Society of Educators and Scholars (Louisville, KY, October 10-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; Educational Philosophy; Individual Characteristics; *Leadership; School Role; Standards; Teacher Role; Values

True leaders are characterized by the personal virtues of honor, integrity, and devotion, all based on internally derived standards. Our current educational system, however, succeeds in fostering the virtues of conformity to and acceptance of externally derived standards rather than the characteristics of leadership. If excellence is to be attained, educators must exhibit honor and integrity in their devotion to developing honor, integrity, and devotion to excellence in their students. High standards must be set and the effort to achieve high standards must be modeled. The purpose of education should be to help students become their own best teachers and to take control of and responsibility for their own learning. (PGD)

ED 277 190 EC 191 396

Harley, Randall K.; And Others

The Development of a Program in Orientation and Mobility for Multi-Handicapped Blind Infants (Peabody Mobility Kit for Infants). Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Jan 86
NOTE- 134p.
GRANT- G008400665
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blindness; Cognitive Development; Competency Based Education; *Criterion Referenced Tests; *Infants; *Multiple Disabilities; Programed Instruction; Psychomotor Skills; Sensory Integration; *Teaching Guides; *Visually Handicapped Mobility
IDENTIFIERS- *Peabody Mobility Kit for Infants

The final report provides a detailed description of the development of the Peabody Mobility Kit for Infants, which provides programmed instruction in orientation and mobility for multiply impaired blind infants. It describes the development of the criterion referenced assessment scales and instructional activities, the empirical validation of the materials via field testing, and the dissemination activities of the 1-year project. Cognitive, motor, and sensory curricular areas were emphasized due to their importance in achieving independent mobility skills. Results of the field testing with 22 infants in both home and center settings found statistically significant gains achieved in the cognitive and movement/touch areas but not in the motor and sound localization areas. Both home and center settings were effective though a greater variability of gain scores was found within the home condition. Appendices, which make up more than two-thirds of the report, contain the biweekly report form, the user questionnaire, the motor consultants' questionnaire, a sample scale scoresheet, a sample training data record form, a list of project consultants, sample assessment items, and sample training items. (DB)

Horne, David K.
The Impact of Soldier Quality on Performance in the Army. Technical Report 708.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-708; MPPRG-WP85-14
PUB DATE- Apr 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Armed Forces; *Enlisted Personnel; *Military Training; *Performance; *Predictive Measurement; *Predictive Validity; Predictor Variables; *Quality Control
IDENTIFIERS- *Armed Forces Qualification Test; Army; Military Recruitment

To justify its labor force quality requirements, the Army sought to demonstrate an empirical link between Armed Forces Qualification Test (AFQT) scores and soldier performance. The first data set contained written and hands-on tests on several weapons systems from the Army's training schools. The second data set used the Skill Qualifications Tests administered by the Army. Performance measures were formed into a multivariate regression model, using an instrumental variables technique to correct for measurement error in the AFQT variable. Other explanatory variables were sex, race, education, Army experience, and training. The results demonstrated that a statistically significant and positive relationship existed between AFQT scores and performance measures. AFQT, a measure of trainability, was a significant predictor of performance in the Army. These findings were consistent across a wide range of Military Occupational Specialties (MOS). No other variables were consistently significant across all MOS in both data sets. (YLB)

ED 276 848 CE 045 929

Plihal, Jane; And Others
The Practice of Equity. Access to, Treatment in, and Outcomes of Vocational Education in the Secondary School.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
PUB DATE- 86
NOTE- 90p.; For the complete project report, see CE 045 927.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Academic Standards; *Access to Education; *Educational Benefits; *Equal Education; *Outcomes of Education; Secondary Education; State Surveys; Student Characteristics; *Vocational Education
IDENTIFIERS- *Minnesota

A study examined the issue of educational equity in vocational education in 14 classrooms at 8 public secondary schools in Minnesota. The study used a naturalistic inquiry approach based on classroom observations and interviews with students, teachers, administrators, and counselors. Each of the members of the research team prepared a different section of this study report. Jane Plihal discussed the purpose and design of the study. In a section entitled "Gaining Access to Vocational Education: Ticket to Equity?" Marsha Rehm concluded that the focus in the programs observed was on low- and middle-ability students and discusses the dilemma posed when vocational programs are viewed as dumping grounds for students with lesser abilities and when classrooms contain students representing extreme ranges of ability and interest levels. In her paper "Treatment within Vocational Education Classrooms: How Equitable?" Linda Ernst concluded that student access to knowledge is the major equity concern once students enter a vocational classroom. She discussed several practices that enable all students to benefit from vocational education. The benefits of vocational education to all types of students, and especially to students who might not benefit from other types of programs, are examined in Linda Ernst's paper "Outcomes of Vocational Education: Blessing or Burden?" Jane Plihal's report, "Perspectives," summarizes cynics' and advocates' perspectives about access to, treatment in, and outcomes of vocational education. (MN)

ED 276 875 CE 045 990

A Quest for Quality: Consumer and Homemaking Education in the 80s. Coalition Statement.

Home Economics Education Association, Washington, D.C.

PUB DATE- Jan 85
NOTE- 19p.; For a related document, see CE 045 989.
AVAILABLE FROM- Home Economics Education Association, 1201 Sixteenth Street, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; *Consumer Education; *Daily Living Skills; Decision Making Skills; Educational Benefits; *Functional Literacy; *Home Economics; Homemaking Skills; Mathematics Skills; National Organizations; Position Papers; Professional Associations Reading Skills; Relevance (Education); Scientific Literacy; Secondary Education; *Skill Development; Verbal Ability; Writing Skills
IDENTIFIERS- *Coalitions

In May 1977, the governing bodies of three professional organizations concerned with vocational home economics education (the American Home Economics Association, the American Vocational Association, and the Home Economics Education Association) formed a coalition. Consisting of two representatives of each organization, the coalition has as its primary objective to increase communication and project a unified thrust and focus on issues related to vocational home economics education. This statement outlines the coalition's main tenets pertaining to the scope of consumer and homemaking education and the contributions each makes to students' development of competence in the basic skills. The first section summarizes the history of the coalition and lists its purposes. Examined next is the significance of vocational education in general and consumer and homemaking education in particular to the quest for functional literacy. The remaining sections outline the specific ways in which consumer and homemaking education can enhance students' development of verbal, reading, writing, mathematical, scientific, analytical, and life management skills. (MN)

ED 276 917 CG 019 533

Robinson, Viviane; Halliday, Jan
A Critique of the Microcounselling Approach to Problem Understanding.
SPONS. AGENCY- New Zealand Dept. of Education, Wellington.
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; *Counselor Training; Evaluation; *Microcounseling; *Problem Solving

This paper concerns microcounseling approaches which involve teaching the component behaviors of effective counseling or interviewing within a problem-solving framework. It notes that Egan, Ivey and Carkhuff, as proponents of this view, stress that later action stages of the problem-solving cycle should be based on an adequate understanding of the client's problem. This paper examines the relationship between the skills which comprise the microcounseling approach and the goal of problem understanding. It is argued that the microcounseling approach: (1) lacks any explanation of how problem understanding is reached; (2) concentrates instead on the communication techniques involved in the discovery and modification of the client's understanding; and (3) that this omission leaves counselors without a rationale for the modification of their clients' views and without a means to regulate their use of the various microskills. Information theory and recent research on complex problem-solving are introduced to explain the skills involved in reaching a high quality understanding of a client's problem. Given that these complex cognitive processes are not addressed in the microcounseling approach, suggestions for its modification are provided. (Author/ABL)

ED 276 991 CS 008 645

Bass, Jo Ann Fisher
The Effects of the Suggestive-Accelerative Learning and Teaching Method and a Structural Analysis Method on Vocabulary Learning.
PUB DATE- 85
NOTE- 39p.; Partial funding for this study provided by the Society for Accelerative Learning and Teaching.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Comparative Analysis; Educational Research; Higher Education; Language Usage; *Learning Strategies; *Learning Theories; Reading Comprehension; Reading Instruction; Structural Analysis (Linguistics); *Suggestopedia; *Teaching Methods; *Vocabulary Development; *Vocabulary Skills

Employed extensively in some Soviet bloc countries to teach a variety of subjects, the Suggestive-Accelerative Learning and Teaching (SALT) method uses a combination of physical and mental relaxation exercises, music, and suggestive principles to increase learning. However, in spite of research showing its effectiveness in teaching reading skills and improving reading performance, the method is not widely used in the United States. A study investigated the SALT method, the more commonly used structural analysis method, and a combination of the two in order to determine their effects on vocabulary learning and student attitudes toward the methods. Subjects were 58 college freshmen, who were taught 390 words and definitions in 13 lessons. The SALT group was taught words and definitions using the SALT components of suggestion, relaxation, music, and imagery, while the structural analysis group was taught words, definitions, and word parts without any of these techniques. The combination group was taught words, definitions, and word parts using all the SALT components. Results showed that each group made significant gains from pretest to posttest. THe SALT group, however, had significantly higher posttest and gain scores than did the structural analysis group. No significant differences were found among the groups on vocabulary not taught in the study and in attitudes toward the methods. A list of 30 references is appended. (FL)

Chew, Charles, Ed.; And Others
Reader Response in the Classroom.
New York State English Council.
REPORT NO.- ISBN-0-930348-13-3
PUB DATE- 86
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; Higher Education; *Literary Criticism; *Literature Appreciation; *Reader Response; *Reader Text Relationship; Reading Instruction; Teacher Workshops; *Teaching Methods

Focusing on reader response in the classroom, the works collected in this book represent the results of a five-week summer institute in which 25 middle school, high school, and college teachers studied the principles and applications of literature instruction. The following essays are included: an introduction by G. Garber; "An Overview of the Method" (P. Hansbury); "Reader Response: Theory and Practice" (P. Hansbury); "Formalist Criticism in the Secondary Classroom" (R. DeFabio); "A Formalist Lesson Plan for Salinger's 'A Perfect Day for Bananafish' Used with Advanced Seventh Grades" (M. McKay); "A Formalist Lesson: 'The Death of the Ball Turret Gunner'" (C. Forman); "Introduction to Historical/Cultural Methods of Literary Inquiry and Instruction" (M. Kelley); "An Historical-Cultural Approach to 'The Whole Town's Sleeping'" (J. Butterfield); "Introduction to Psychological Criticism" (B. A. Boyce); "A Psychoanalytic Approach to Joseph Conrad's 'The Secret Sharer'" (G. B. Kamm); "A Psychological Critic Looks at 'A Narrow Fellow in the Grass'" (D. J. Marhafer); "Overview of Mythological Criticism" (D. M. Quick); "The Application of Archetypal Criticism to John Knowles 'A Separate Peace'" (D. M. Quick); "A Feminist Archetypal Approach to 'Jane Eyre'" (R. Y. DeFabio); "Multiple Critical Approaches to 'A Rose for Emily'" (C. Reynolds); "Multiple Critical Approaches to 'One Flew Over the Cuckoo's Nest'" (C. Forman); and "Yes, But Does It Work?" (D. M. Quick). (JD)

ED 277 106 EA 019 017

Bogen, Gerald K.; And Others

Teachers' Salaries in Oregon: A Longitudinal Study of Oregon Public Schools, Community Colleges, and the State System of Higher Education from 1976-77 through 1985-86.

Oregon Univ., Eugene. Div. of Educational Policy and Management.
PUB DATE- Dec 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Comparative Analysis; Economic Change; Elementary Secondary Education; *Inflation (Economics); *Longitudinal Studies Postsecondary Education; *Teacher Salaries
IDENTIFIERS- *Oregon

This study examines (1) the financial consequences of pursuing teaching as a profession in Oregon and (2) the progression of teachers' salaries at three levels of public education (elementary-secondary, community college, and university) over the period 1976-77 through 1985-86. A longitudinal research design focused on two cohorts of teachers: beginning and experienced. The study revealed that both beginning and experienced elementary and secondary school cohorts began their teaching careers with a lower salary than community college and state system university teachers. University teachers' beginning salaries were higher than those of teachers in community colleges. Ten-year progressions for teachers' salaries differed at the three different levels. Elementary and secondary teachers in the beginning and experienced cohorts received salary increases above the rate of inflation. Community college teachers in the beginning cohort received salary increases above the rate of inflation, whereas experienced teachers did not. State System of Higher Education teachers in both beginning and experienced cohorts did not receive salary increases that kept pace with the rate of inflation. Contains eight figures, seven tables, five bibliographic entries, and four appendices. (IW)

ED 277 119 EA 019 032

Todd, Robert F.; Reece, Carol C.
Teachers and Administrators: Differences in Attitudes Regarding the Helpfulness of a Research Course.
PUB DATE- 20 Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Course Descriptions; *Course Evaluation; Educational Research; *Education Courses; Graduate Study; Higher Education; *Participant Satisfaction; Required Courses; *Research Methodology; Supervisors; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- Memphis State University TN

To investigate the extent to which graduate level education students found a required educational research course helpful, a questionnaire elicited occupation information about the student and about when the course was taken, the degree pursued, and degree attained. Additionally, the questionnaire asked the extent to which the course was considered helpful (1) in relation to other courses in the degree program, (2) in developing the necessary background to evaluate research reports, and (3) on the job. From a population of 825 former Memphis State University students who had taken the course over a 5-year period under 1 instructor (who maintained files of former students' names and addresses), 693 were found to be accessible. Of 535 responses received (a return of 77 percent), 64 percent of the respondents indicated education as their profession--52 supervisors/administrators and 288 teachers. This study focused on those 340 educators. Frequencies, t-test, and chi-square analyses were made in order to address the three questions central to the study. Overall, the majority of educators expressed the view that the course was helpful to them. Although both groups felt the necessary background on how to evaluate research reports had been developed, the statistical analysis showed that administrators regarded the course as significantly more helpful, both in relation to their degree program and on the job, than did classroom teachers. Two figures and one table are in the text; the appendixes contain the course syllabus and survey questionnaire. (MLF)

ED 277 175 EC 191 380

Schultz, Jerelyn B., Ed.; And Others
Parenting Today: A Teaching Guide. Contemporary Parenting Choices. Module 3.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
REPORT NO.- ISBN-0-8138-0[illegible]58-6
PUB DATE- 84
NOTE- 250p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($16.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adoption; Age Differences; Child Abuse; *Child Development; *Child Rearing; Competency Based Education; Curriculum Guides; *Decision Making; Family Problems; High Schools; Home Economics; Learning Activities; One Parent Family; *Parenthood Education; *Parent Responsibility; Stress Variables

The third part of a parenthood education curriculum series intended for use in high school home economics classrooms, this module focuses on parenting today with four major competencies as goals: (1) ability to identify skills that facilitate parenting; (2) ability to describe the application of parenting skills in relation to the age level of the developing child; (3) the ability to identify issues involved in parenting as a result of differences in family composition; and (4) the ability to describe specific situations that influence how individuals parent children in today's society. Presented for each major competency in a double page, four-column format, are supporting subcompetencies, generalizations, learning activities, and suggested resources. Subcompetencies include: child growth and development, guiding behavior, showing love and affection, infancy, preschool years, school age years, adolescence, single parenting, stepparenting, adoptive parenting, school age parenting, special-needs children, child abuse, stress and/or crises, dual-career families, and nutritional practices. Appended are various handouts and assignments. A bibliography lists print and nonprint resources. (DB)

ED 276 834 CE 045 885

Pillay, Hitendra
Problems with the Development of Technology in the South Pacific and Its Implications.
PUB DATE- Dec 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; *Culture Lag; *Developing Nations; *Educational Needs; Engineering; Futures (of Society); Industrialization; Information Transfer; Modernization; Postsecondary Education; Science and Society; *Technological Advancement; *Technological Literacy; *Technology Transfer
IDENTIFIERS- *South Pacific

The problem with developing technology in the South Pacific is similar to that of most developing countries. The size of these island nations and the market alternatives compound the problem in the South Pacific. Although there have been some piecemeal efforts in the South Pacific to develop technology, none has made more than a limited impact. In general, five major problem areas can be noted: (1) lack of explicitly formulated technology policies at national and regional levels; (2) no agency to compensate for the lack of communication with foreign sources on technology innovations; (3) agencies and institutions not executively structured so that they become locally dominant; (4) lack of professional associations that approach international standards; and (5) inadequate local training for supporting groups of technicians. Although these issues may appear to be very broad and general, it is from these general problems that the South Pacific suffers from detailed frustrations. If the problems can be solved at the general level, then most of the specific problems will be solved. That is possible with conscientious efforts by the island nations. (KC)

ED 276 890 CE 046 014

Felstehausen, Ginny; And Others
A Study to Determine the Relationship between the Workplace and the Home. Final Report.
Texas Tech Univ., Lubbock.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 86
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Employed Women; *Family Life; Home Economics; Interviews; *Job Performance; *Job Satisfaction; *Life Satisfaction; Questionnaires; State Surveys; Stress Management; Stress Variables
IDENTIFIERS- Texas

The reciprocal relationship between an individual's home and family life and his/her perceived work performance was studied. The sample was drawn from eight major regions of Texas and included urban, small town, and rural areas. One hundred organizations with a reputation of support for projects of this nature were contacted; 68 agreed to participate. A total of 5,243 questionnaires were sent to employers for distribution to employees, and 1,762 usable questionnaires were returned (33.6%). Follow-up personal interviews were conducted with 160 respondents. Respondents indicated relatively high levels of satisfaction with home and family life and perceived that home and family life had a positive effect on work performance. Home and family factors perceived as most satisfying and having the most positive effect on work performance were personal health and health of family members. Factors seen as least satisfying and having a more negative effect were amount of time for self and amount of free time. Respondents reported a generally high level of satisfaction with their work and indicated it had a positive effect on home and family life. Work factors perceived as most satisfying and also having the most positive effect on home and family life were friendships at work and opportunity to work independently. Work factors seen as least satisfying and having the most negative effect were opportunities for advancement, salary, and likelihood of transfer. Recommendations were made for home economics curricular emphases and potential audiences for educational programs on work/family issues. (Instruments are appended.) Numerous tables are included. (YLB)

ED 276 948 CG 019 565

King, Michael M.
Treatment of Perfectionism.
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Group Counseling; *Personality Problems; Theories
IDENTIFIERS- *Perfectionism

This paper identifies and conceptualizes the problem of perfectionism and describes one treatment approach and its rationale. Sections include: (1) conceptualizing perfectionism; (2) defining perfectionism; (3) symptoms of perfectionism; and (4) overcoming perfectionism - a group treatment approach. The treatment of perfectionism is discussed within the framework of cognitive theory. The organization and running of the group treatment is discussed and agendas are given for each of seven group sessions. The need for a reliable and valid instrument with which to measure perfectionism, its correlates, and the outcomes of treatment is noted. The appendix contains a list of 15 cognitive distortions and brief explanations of each term. References are included. (NB)

ED 276 977 CS 008 617

Purves, Alan C., Ed.; Niles, Olive, Ed.
Becoming Readers in a Complex Society. Eighty-Third Yearbook of the National Society for the Study of Education. Part I.
National Society for the Study of Education, Chicago, Ill.
PUB DATE- 84
NOTE- 312p.; For Part II, see ED 264 591
AVAILABLE FROM- University of Chicago Press, 5801 Ellis Ave., Chicago, IL 60637 ($20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Censorship; Higher Education; *Literacy Education; Microcomputers; Program Evaluation; *Reading Instruction; *Reading Programs; *Reading Strategies; *Reading Writing Relationship; Secondary Education; Teacher Education; Teaching Methods; Technological Advancement; Television; Textbooks; Visual Aids
IDENTIFIERS- National Society for the Study of Education

Intended to give attention to instruction in reading in the middle grades and beyond, this yearbook includes the following essays: (1) "The Challenge to Education to Produce Literate Citizens" (Alan C. Purves and Olive S. Niles); (2) "The Role of Print as a Medium in Our Society" (Charles Suhor); (3) "The Context of Literacy in Our Society" (Jerome C. Harste and Larry J. Mikulecky); (4) "Unity in Reading" (Kenneth S. Goodman); (5) "Reading Strategies for Expository and Literary Text Types" (Richard Beach and Deborah Appleman); (6) "On Becoming a Thoughtful Reader: Learning to Read Like a Writer" (P. David Pearson and Robert J. Tierney); (7) "Planning the Reading Program" (Harold L. Herber and Joan Nelson-Herber); (8) "Resources and Their Use for Reading Instruction" (Jeanne S. Chall and Sue S. Conard); (9) "The Development of Effective Teaching" (H. Alan Robinson and Kathleen Schatzberg); and (10) "Evaluation and Secondary Reading Programs" (Roger Farr and Robert L. Wolf). (SRT)

ED 277 035 CS 210 245

Steele, James; And Others
The Teaching of Composition: A Study of the Approach to Writing Skills in Ontario Faculties of Education and Teachers' Colleges, Related Surveys, and a Bibliography. Volume II.
Carleton Univ., Ottawa (Ontario). Dept. of English.
SPONS. AGENCY- Ontario Ministry of Colleges and Universities, Toronto.

PUB DATE- Dec 80
NOTE- 271p.; For volumes I and III, see CS 210 244 and CS 210 246, respectively.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Theories; Foreign Countries; Higher Education; Literature Reviews; *Preservice Teacher Education; Secondary Education; *Surveys; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Qualifications; Teaching Methods; Textbook Content; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- *Ontario

Representing the second phase of a study surveying the instructional approach to writing skills in Ontario teacher training institutions as well as secondary composition instruction in general, this volume contains three reviews and a survey. The first review discusses the scope of language arts texts in relation to preservice teacher education courses in seventh and eighth grade composition instruction and addresses problematic aspects of certain language arts texts. The second review contains commentary on some 140 articles and monographs dealing with practical classroom procedures for composition instruction at the secondary level. The main areas covered include prewriting, writing, rewriting, sequential teaching methods, grammar and rhetoric, and responding to writing, followed by a list of works cited. The third review analyzes composition texts approved for use in Ontario's secondary schools, recommending that the Ministry provide financial support for the production of new textbooks in this area. The survey summarizes the replies from Canadian and foreign correspondents about recent research and preservice teacher education programs in their respective institutions, providing detailed information from California, New Zealand, and Scotland. Four recommendations are presented as a result of this evaluation, accompanied by a brief comment indicating their possible relevance to the Ontario system. (JD)

ED 277 065 CS 505 443

Eckloff, Maurine; Hullinger, James

Social Acceptance of Females: Communication Patterns in Pre-Adolescence and Adolescence Which Are Related to Later Criminal Behavior.

PUB DATE- Nov 86

NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Adolescents; Attitude Measures; *Communication Research; *Delinquency; *Females; High Schools; High School Students; Interpersonal Competence; *Peer Acceptance; Peer Relationship; *Popularity; Social Behavior; Social Desirability; Social Differences; *Social Influences; Teacher Student Relationship

A study examined (1) whether there is a significant difference between the inclusion needs of delinquent high school girls, high-achieving nondelinquent high school girls, and nondelinquent high school girls; (2) whether there is a difference between perceived inclusion by peers and teachers in these groups of females; and (3) whether there is a relationship between inclusion by peers or by teachers in early school settings and later delinquency. Subjects completed surveys measuring expressed and wanted aspects of inclusion, control, and affection. Results indicated that there were no significant differences in the inclusion needs of the three groups of females. Delinquent high school girls reported significantly less satisfaction with perceived inclusion by peers and by teachers than the nondelinquent high school girls. There awas no significant difference in the perceived inclusion by peers between the delinquent high school girls and the high achieving high school girls. If delinquent girls experience less satisfaction with perceived inclusion from peers and teacher, then something could be done in the schools to modify this situation. (SRT)

ED 277 162 EA 019 174

Stern, Joyce D., Ed.; Williams, Mary Frase, Ed.
The Condition of Education. A Statistical Report. 1986 Edition.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-404
PUB DATE- 86
NOTE- 278p.; For 1985 edition, see ED 258 365.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($13.00).

LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Charts; Dropout Rate; *Educational Assessment; Educational Environment; Educational Finance; *Educational Resources; Educational Trends; Elementary Secondary Education; Enrollment Trends; Expenditure per Student; Futures (of Society); Government School Relationship; Graduation Requirements; Longitudinal Studies; *Outcomes of Education; Postsecondary Education; Preschool Education; *School Statistics; Statistical Surveys; *Student Characteristics; Tables (Data); Teacher Characteristics; Teacher Student Ratio; Teacher Supply and Demand
IDENTIFIERS- *Indicators

A detailed statistical profile of education in the United States is based on information from the Center for Education Statistics' many studies and surveys as well as from other sources within and outside government. Along with the narrative, each topic entry consists of a table and a chart highlighting the data in the table. This 12th annual report presents some 45 measures of education grouped within the framework of "outcomes" of education, such as test score results; the "resources" available for education, like per pupil expenditures and teacher salaries; and the "context" in which education takes place, that is, environmental factors, including student characteristics, public opinion about the schools, and legislative action on school standards. Although the majority of indicators address aspects of elementary and secondary education, 10 indicators describe postsecondary education. The second section consists of the following issue papers: "Preschool Enrollment: Trends and Implications" (Audrey Pendleton); "Trends in Elementary and Secondary Public School Enrollment" (Phillip Kaufman); "School Dropouts in the United States" (Aaron M. Pallas); "Growth in Higher Education Enrollment: 1978-1985" (Phillip Kaufman); and "Private School Enrollment and Tuition Trends" (Mary Frase Williams). The third section consists of appendices with supplementary tables, sources of data, technical notes, standard error tables, and a glossary. (MLF)

ED 276 804 CE 045 495

Duguid, Stephen
To Inform Their Discretion.
PUB DATE- 23 Oct 86
NOTE- 20p.; Paper presented at the Region VI Correctional Education Association Conference (Banff, Alberta, Canada, October 23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Cognitive Structures; *Correctional Education; *Criminals; Decision Making; Educational Philosophy; *Educational Principles; *Educational Theories; *Individual Development

Two divergent approaches to a prison educational program attempt to go beyond accreditation or amusement and address instead attitude change, human choice, judgment, and empowerment. The first, most obvious approach, focuses on the provision of knowledge. The second approach starts with a focus on individual development. Its aim is to facilitate students' maturation so that they are able to inform their discretion with sufficient sophistication to enable them to support the healthy continuation of the society. The philosophic issues of perfectibility and will are important in the perception of students in correctional education. Undoubtedly, a strong relationship exists between thinking and acting and thus between thinking and crime. Education carries within it the potential for enabling criminals to perceive the world differently and make the decision to act upon it differently. Descriptions and data indicate prisons contain a rather coherent class or caste of errant citizens with a predisposition to offend. They have been portrayed as decision maker, bandit, and social victim. The content and quality of their lives have had a direct effect on the way they think, on the cognitive structure that determines how they decide to act. Correctional educators must inform their students' discretion, making them active participants in imagining and creating their futures. (YLB)

ED 276 862 CE 045 965

Wright, Carey E.; And Others
Cultural and Vocational Attitudes: Hispanic Girls in South Chicago.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- Oct 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Students; Career Awareness; Career Education; *Career Exploration; Cultural Differences; *Cultural Traits; *Dropout Prevention; *Females; Grade 9; *Hispanic Americans; Secondary Education; Spanish Speaking; *Work Attitudes
IDENTIFIERS- *Illinois (Chicago)

Twenty-five freshman Hispanic girls at Bowen High School in Chicago were motivated and encouraged to continue their education and explore various career goals. Methodology involved a highly personal interaction with the program worker. Three groups were formed--two were conducted in English and one was conducted in Spanish. Project goals were to educate the students about vocational possibilities, available training resources, sexuality, and drugs and their effects; explore and challenge their attitudes and fears regarding vocation, sex, culture, and independence; clarify and increase commitment to educational goals; involve parents in their children's vocational goals; and provide expert, appropriate referral to adolescents experiencing serious problems. A holistic, replicable approach to vocational education and motivation for inner-city, bicultural teenage girls was to be developed. Research data on "positive significant changes" were inconclusive over the seven-month project. Two important conclusions were the importance of field trips and the need for individual and family therapy. The appendices provide a segment of the questionnaire and resumes of project staff. (YLB)

ED 276 904 CG 019 519

Martichuski, Diane; And Others
Effect of Group Pressure on Memory Reconstruction.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (32nd, Fort Worth, TX, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Group Dynamics; Higher Education; *Long Term Memory; *Memory; *Peer Influence; *Recall (Psychology)

Many studies have examined group pressure and its effect on an individual. A study was undertaken to investigate the influence of a majority upon subjects and its effect upon long term memory. Undergraduate students (N=18) were selected and randomly assigned to either a treatment or control group. Each subject watched a 10-minute segment from a movie and then answered questions about the movie segment. Treatment subjects were questioned orally with three confederate subjects who responded to the questions before the subject responded and who lied on 8 out of 20 questions. Control subjects answered the same questions in a written questionnaire. Each subject returned in one week to answer the standard written questionnaire. The results indicated that treatment subjects' performance was much poorer than that of control subjects during the initial session. Their performance improved in the recall testing session but remained poorer than that of the control subjects. (Author/NB)

ED 276 918 CG 019 534

Shivanandan, Mary; Borkman, Thomasina
Couple Communication and Sexual Attitudes in Natural Family Planning.
PUB DATE- Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Contraception; *Family Planning; *Interpersonal Communication; Pregnancy; *Sexuality; *Spouses
IDENTIFIERS- *Natural Family Planning

Natural family planning (NFP) refers to techniques for planning or preventing pregnancy by observation of natural signs of fertility. In using natural family planning to avoid pregnancy, there is abstinence from sexual intercourse during the fertile phase of the menstrual cycle. Social values which are incorporated into the method include couples controlling and sharing responsibility for their own fertility and the fact that NFP does not interfere with physiological processes. Rhythm is considered to be an outmoded method which has been replaced by the ovulation or mucus method and the sympto-thermal method. A key concept of NFP is joint fertility since it is the life of the sperm and ovum together which constitute fertility. In a NFP satisfaction survey previously reported by Borkman and Shivanandan, almost all couples who had been using NFP at least 2 years reported positive aspects of spousal communication as a part of NFP. Natural family planning communication provides cycle awareness for both spouses, thereby enabling the understanding of women's moods related to hormone levels. This cycle awareness, or fertility awareness, represents a new and unique form of communication for couples. Natural family planning is a mechanism for impacting communication, forcing at least minimal communication about the sexual relationship, and providing regular opportunities for discussion of intimate aspects of the relationship. (ABL)

ED 276 933 CG 019 550

Kapp, Marshall B.
Legal Issues in Nursing Homes.
PUB DATE- Nov 86
NOTE- 49p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Liberties; Competence; *Compliance (Legal); Decision Making; *Institutionalized Persons; *Laws; *Legal Problems; Malpractice; *Nursing Homes; Patients; Torts
IDENTIFIERS- Informed Consent; *Patients Rights

This paper examines the variety of legal rules and processes which have been established to assess and ensure that the quality of care provided in nursing homes satisfies an acceptable level. It begins with a general overview of nursing home law. Areas discussed in this section include: (1) sources of nursing home law; (2) theories of liability; and (3) personal, vicarious, and corporate liability. The next section pays specific attention to the rights of nursing home residents. Sources of resident rights are explained, substantive provisions are discussed, and resident rights advocacy efforts are described. The third section of the paper concerns decision making for nursing home residents. The issue of competent residents and informed consent is examined, determination of competency is explained, and proxy decision making for incompetent residents is discussed. Ths issue of "Do Not" orders, decisions to withhold or withdraw certain types of medical interventions from a resident made by the attending physician, is also addressed. The final section provides speculation about the future of nursing home law. Thirteen pages of references are included. (NB)

ED 276 992 CS 008 646

"Daily News" High School Reading Program. Final Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 86
NOTE- 24p.; Prepared by the Instructional Support Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *Newspapers; *Program Evaluation; *Reading Achievement; *Reading Attitudes; *Reading Instruction; Reading Research; *Teaching Methods
IDENTIFIERS- *New York Daily News

To help raise the reading scores and attitudes of selected "at-risk" students from Thomas Jefferson, Springfield Gardens, and Franklin D. Roosevelt High Schools in New York City, a pilot study daily provided students with individual copies of the "New York Daily News" and integrated the use of the paper into regular instruction. Teachers were given curriculum assistance and training in the use of the newspaper in the classroom. Findings based on a pretest/posttest design indicated that students made statistically significant gains in both reading and writing. Springfield Gardens students demonstrated statistically significant mean reading gains--the largest gain in the program. These students made similar improvements in writing. Results indicated that students' overall attendance was higher after the project than before it. Analysis of interviews and questionnaires showed that teachers, coordinators, participating students, and parents responded favorably to the project. Based on these findings, it was recommended that schools (1) increase efforts to provide needs-based staff development, (2) continue to provide incentives to students, (3) encourage a collaborative effort with content area teachers to integrate reading into other subject areas, (4) continue to have trained reading personnel teach reading, (5) use Springfield Gardens as a model, and (6) evaluate the curriculum guide and program implementation continually. (JD)

ED 277 006 CS 210 183

Quellmalz, Edys S.; Burry, James

Analytic Scales for Assessing Students' Expository and Narrative
Writing Skills. CSE Resource Paper No. 5.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Criteria; Evaluators; *Expository Writing; Holistic Evaluation; Interrater Reliability; *Narration; *Rating Scales; Scoring; Secondary Education; Testing; *Writing Evaluation; Writing Research; *Writing Skills
IDENTIFIERS- *Center for the Study of Evaluation CA

The Center for the Study of Evaluation's (CSE) expository and narrative rating scales have been developed to meet the need for instructionally relevant methods for assessing students' writing competence. Research indicates that large numbers of raters can be trained in the use of these scales and that, during training and independent rating, they can maintain high levels of agreement. The expository scale employs five elements to assess students' expository writing: general competence, essay organization and coherence, paragraph coherence, support, and grammar/mechanics. The narrative scale employs four elements to assess students' narrative writing: general competence, focus and organization, support, and grammar/mechanics. Each scale is (1) firmly anchored in research on writing and writing assessment, (2) intended for use in a setting in which students are provided with clear writing prompts containing explicit directions to help them to plan and develop their assignment, and (3) is numerically rated to assess specific criteria and examples of skill levels and deficient levels. Each scale also represents instructional priorities of the school system using the scales. CSE plans the training of raters carefully to ensure reliability in the scoring procedures. (The shorter, tabular version of each scale and copies of actual, scored student writing samples are appended.) (JD)

ED 277 050 CS 505 381

Schwartz, Donald F.
A Systems Theory View of Organizations as Communication Networks.
PUB DATE- May 86

NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Holistic Approach; *Network Analysis; Networks; Organizational Climate; *Organizational Communication; Organizational Effectiveness; *Organizational Theories; Organizations (Groups); Public Relations; *Systems Analysis; *Systems Approach
IDENTIFIERS- Communication Behavior; Communication Patterns

Focusing on the analysis of communication networks within organizations with an eye toward implications for study of external communication, this paper (1) develops a systems theory/communication view of the nature of formal organizations, (2) illustrates the notion of holistic organizational communication networks in organizations which include both formal and informal contact patterns, and (3) explores ways each might be helpful in studying the impact of internal organizational functions on external relationships and outcomes, or the impact of the suprasystem on internal relationships and functions. The following conclusions are drawn: that the concept of networks is embedded in the systems theory framework; that communication networks are crucial to the internal and external functions of an organization; that systems theory and network analysis each offer useful conceptual approaches to social and organizational research; and that, combined, they can be a powerful intellectual underpinning and impetus for internal and external organizational communication research and its applications in the professional field of public relations. (JD)

ED 277 080 EA 018 265

Carlson, Robert V.
The Self-Reported Impact of Needs Assessment Studies.
SPONS. AGENCY- Vermont Univ., Burlington. Graduate Coll.
PUB DATE- 21 Oct 85
NOTE- 9p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (Kansas City, MO, October 20-22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Educational Improvement; Elementary Secondary Education; Influences; *Needs Assessment; Performance Factors; Principals; Surveys; Teacher Attitudes

A six-state survey conducted during the 1984-85 school year revealed that though school personnel feel that the actual impact of needs assessment studies on school improvement in general matches fairly well with the potential impact of such studies, these personnel also feel that the impact of needs assessment studies on specific categories of improvements lags behind the potential impact. One principal and two teachers completed the survey instruments in each of the 40 schools or districts responding. The specific areas in which the impact of needs assessment studies on improvement was examined were instructional and noninstructional activities, the curriculum, school goals, school problems, and school policies. The survey findings also indicated that the top performing schools reported greater overall performance in nearly all categories. Teachers and principals agreed on the degree of impact in most categories. The type of needs assessment approach used by the schools appeared to have only minor impact on the degree of performance. Charts presenting the findings graphically are included. (PGD)

ED 277 148 EA 019 068

Casanova, Ursula

The Woman in the Principal's Office.

PUB DATE- Apr 86

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; *Interprofessional Relationship; *Job Analysis; Job Performance; *Job Satisfaction; *Job Skills; Occupational Information; Organizational Objectives; Principals; Professional Recognition; *Role Perception; Salaries; School Effectiveness; School Organization; *School Secretaries; Textbook Content; Work Environment

This paper is based on a descriptive study of six elementary school secretaries. The study was undertaken to gain an understanding of the work of the school secretary and how this work might contribute to school effectiveness. Several research methods were combined in this study: onsite observations, interviews with secretaries and their principals, a national survey of elementary school secretaries, and content analyses of job descriptions and of textbooks used in educational administration courses. Data were analyzed separately for each method and then integrated across methods. A comparison of the portraits that emerged from each data set led to three conclusions: (1) there was a high degree of congruence across the data generated from the secretaries themselves; (2) there was a high degree of congruence between these data and the data gathered from elementary school principals; and (3) there was a high degree of discrepancy between the data gathered directly from elementary school secretaries and their principals and the data extracted from job descriptions and textbooks. These similarities and discrepancies are analyzed in the conclusions. (Author/IW)

ED 277 191 EC 191 397

Frimmer, Barbara
Sounds and Language: A Work/Play Approach.
REPORT NO.- ISBN-0-8134-2535-2
PUB DATE- 86

NOTE- 220p.
AVAILABLE FROM- Interstate Printers and Publishers, Inc., Jackson at Van Buren, Danville, IL 61832 ($12.95, quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consonants; *English Instruction; *Lesson Plans; *Perceptual Handicaps; Primary Education; *Speech Handicaps; *Speech Instruction; Speech Therapy; *Teaching Methods

Originally developed, refined, and presented by a speech-language pathologist for perceptually impaired children, the lessons presented in this book can be used by regular classroom and special education teachers to stimulate 6- to 9-year-olds' interests in sounds, letters, and words. Each of the 54 lessons is based on one particular consonant or blend, with attention given to seeing, feeling, and hearing how the sound is produced. Lessons start with a list of words (chosen for their ability to be pictured, dramatized, presented as actual objects, felt, or worn) that begin with the consonant or blend, followed by a list of suggested materials (mostly common home or school items). Lessons frequently use synonyms, antonyms, homonyms, comparatives, rhyming words, riddles, nonsense words, and verbal associations. Choral speaking and poetry are part of every lesson. (CB)

ED 276 820 CE 045 826

Smith, Patricia H.; And Others
Illiteracy in America. Extent, Causes, and Suggested Solutions.
National Advisory Council on Adult Education, Washington, D. C.
PUB DATE- 86
NOTE- 99p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Department 36-UH, Washington, DC 20402-9325 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Educational Change; *Educational Development; *Educational Responsibility; *Illiteracy; Influences; Literacy; Literacy Education; *Public Schools; School Responsibility

This report examines reasons for the varying estimates of illiteracy in the United States. It discusses why the agency charged with transmitting literacy, the public school system, has not satisfactorily accomplished this task and recommends improvements to reduce and eradicate illiteracy. Part 1 focuses on the confusion about the extent of illiteracy because of varying definitions of literacy. The relationship between literacy and the economy is discussed in light of business and industrial needs for and concern over the lack of a literate work force. Other factors affecting estimates of illiteracy are highlighted. Part 2 considers causation by examining how each of the various elements woven into the fabric of education contribute to the decline in literacy. The discussion centers on an examination of the changes resulting from three important shifts in American culture and education: a philosophical shift from traditional to progressive, a societal shift from traditional to permissive, and a governance shift from local to state and federal and from lay to professional. The issue of holding schools responsible is addressed. Part 3 offers recommendations for prevention of the problem with accompanying explanations. These are made in response to the three shifts discussed in section 2. A conclusion summarizes stated and implied recommendations. A list of 288 references is included. (YLB)

ED 276 876 CE 045 995

Pay Equity. Status of State Activities. Briefing Report to Congressional Requesters.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/GGD-86-141BR
PUB DATE- Sep 86
NOTE- 34p.; The questionnaire contains small print.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional cop $2.00 each; 25% discount on 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparable Worth; *Equal Opportunities (Jobs); Government Employees; *Personnel Evaluation; Questionnaires; Research Reports; *Sex Fairness; *State Government; State Surveys

Information on pay equity studies and related activities in the states was collected through mail questionnaires. Focuses were the types of job evaluation systems used for classified state employees, pay equity policies in the states, pay equity studies, and pay equity litigation. Responses to the questionnaire showed that 46 of the 48 states responding to the survey used job evaluation to set pay for classified positions. Of the 46, 34 used one method of job evaluation for all jobs, most commonly a point-factor system. Ten of the states had written pay equity or comparable worth policy. Twenty-seven had gathered data on their pay and classification systems and determined whether there were sex-based wage differences and/or occupational segregation. Twenty states had conducted pay equity studies that compared pay of male and female job classes with comparable job evaluation scores; five had conducted pay equity studies that compared pay of male and female employees with comparable individual characteristics. (The two-page letter of submittal summarizes the findings, followed by appendices which include a more detailed summary of questionnaire results and the questionnaire with summary of responses.) (YLB)

ED 276 949 CG 019 566

An Aging Society: Meeting the Needs of the Elderly While Responding to Rising Federal Costs.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-86-135
PUB DATE- Sep 86
NOTE- 71p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, Maryland 20877 (1-5 copies, free; 6-99 copies, $2.00 each; 25% discount 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Economic Status; Federal Aid; *Federal Programs; Health Needs; *Individual Needs; *Older Adults; *Population Trends; Poverty; Retirement
IDENTIFIERS- *Health Care Costs; *Long Term Care

This report provides information on: (1) demographic changes in the elderly population; (2) the relationship of these changes to the retirement income status of the elderly and expenditures for acute health care and long-term care services; and (3) the extent to which potential changes to federal programs could affect the needs of the elderly. The report demonstrates that certain groups of elderly remain below or just above the poverty line. The health care needs of the elderly, how those needs affect their economic status, and current and proposed efforts to deal with increasing health care costs are discussed. The report includes an executive summary and five chapters. Chapter 1 gives the background, objectives, scope, and methodology of the report. Chapter 2 notes that the retirement income status of the elderly has improved, but that several groups are still poor, including women, minorities, and persons aged 85 and over. Chapter 3 examines the high cost of acute medical care as a major problem for some elderly. Chapter 4 considers long-term care as a growing problem, especially for the elderly and their families. Chapter 5 provides concluding observations. Seven tables and five figures are included. (NB)

ED 276 963 CG 019 580

Elementary School 4-5 Career Guidance User's Handbook. Portland Public Schools Career and Vocational Guidance Project, 1986.

Portland Public Schools, OR. Career and Vocational Education Dept.

PUB DATE- Oct 86
NOTE- 213p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986). For the elementary school pre-K, elementary school K-3, middle school, and high school user's handbook, see CG 019 578, CG 019 579, ED 266 402, and ED 266 401, respectively.
AVAILABLE FROM- Portland Public Schools, 2735 N.E. 82nd Avenue, Portland, Oregon 97220, Attn: Career/Voc. Ed. Dept. ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; *Career Guidance; Children; *Class Activities; Course Descriptions; *Elementary School Curriculum; Intermediate Grades; Learning Activities; Teaching Guides

This document presents one of three elementary school level career handbooks designed to complement the existing middle school and high school handbooks and to meet the career goals developed by the Oregon Department of Education. This grade four and five handbook is intended as a tool for teachers to use in meeting the career education goals of their students, and for schools to use in developing a team approach to career education and awareness that involves a career education coordinator, teachers, counselors, parents, and other staff personnel. The handbook is divided into three sections. Section I contains an introduction to career education and background information on career education in kindergarten through grade 10. Student goals are listed and minimal expectancies for kindergarten through grade five are given. Career guidance activities are suggested and forms and worksheets are provided. Section II contains a suggested grade four and five matrix, student activities, worksheets, and handouts for use in the career education program. The activity-by-month matrix lists activities for grades four and five. Five program goals are suggested for each grade and each goal is accompanied by a set of career guidance activities. Title, grade level, objectives, time, materials, and procedures are included for each of the 58 career guidance activities. Section III contains information on resources, including a 16-page annotated recommended buying list and a 4-page audiovisual resource list. (NB)

ED 277 020 CS 210 216

Gale, Steven H.
Humanities Leadership: Where for the Rest of the 1980's?
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Economic Factors; *Enrollment Trends; *Faculty Development; Higher Education; *Humanities; *Humanities Instruction; Social Attitudes; Socioeconomic Influences; Trend Analysis

Three major, interrelated areas will be of concern to the humanities in higher education for at least the rest of this decade: economics, the student population, and teachers' professional image. Crises in the national economic situation will continue to have an impact on the humanities in the form of public disinterest and a lack of funding by private organizations. To face these obstacles, administrators must make do with available financial resources while seeking new sources of support. In response to declining enrollments due to general economic conditions and rising tuition costs, administrators must advocate maintaining high academic standards and must focus on meeting the needs of the substantial number of older students. The public's perception that teachers are not as valuable as they once were has resulted in a decrease in the funds available to educators in general, the demoralization of many faculties, and increased antipathy among disciplines. Administrators can improve the prospects for the humanities in the next decade by developing a strong, professional faculty and a high quality of education for students. In practical terms, they must make sure that everyday activities run as smoothly, efficiently, and equitably as possible, and they should set an example of strong leadership for both faculty and students. (JD)

ED 277 094 EA 018 998

Watts, O. B.
The Secondary School Principalship: The Task and the Constraints.
PUB DATE- Jun 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Winnipeg, Manitoba, Canada, June 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Foreign Countries; *Government School Relationship; *Instructional Leadership; Politics of Education; *Principals; *School Administration; Secondary Education; Seniority; Transfer Policy
IDENTIFIERS- *Canada; *Constraints

Inspired by Franz Kafka's predatory leopard anecdote, this speech explores the plight of Canadian secondary school principals trying to meet students' educational needs within the constraints imposed by politics and finance. A cross-country survey of 60 principals disclosed some typical problems. Principals must be reponsive to public opinion without forming treacherous alliances. Despite having democratic beliefs, most principals are mistrusted by teacher unions and required to stand aloof from grievance procedures. Principals are kept from bettering the school work force by a seniority system giving first preference to transferring teachers. Most principals cannot do their own hiring except for appointing department heads. Principals are themselves subject to transfer without consultation after a fixed number of years. In western provinces, principals are responsible for fiscal administration of their schools without help from the central office. Most have little leeway in designing curricula to meet local student needs. Despite these bothersome constraints, all the principals surveyed appear to feel positive. All have assessed the job, perceived the limitations, and work within them while pushing for change. Sound administrative skills are the key, along with acquiring a solid data base and skills to interpret it. (MLH)

ED 277 107 EA 019 018

Board Presidents' Handbook. Revised.
California School Boards Association, Sacramento.
PUB DATE- Nov 85
NOTE- 105p.
AVAILABLE FROM- Publication Sales, California School Boards Association, 916 23rd Street, Sacramento, CA 95816 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; Administrator Guides; Board Administrator Relationship; *Boards of Education; Conflict Resolution; Decision Making; Elementary Secondary Education; Evaluation Methods; Leadership Responsibility; Leadership Styles; *Meetings, Organizational Communication; *Organizational Effectiveness; Parliamentary Procedures; Planning; *Presidents; Superintendents

This handbook for school board presidents and members offers information on policy, procedures, law, leadership, and communication relevant to board meetings; each chapter features page margins for notes and a "backup materials" section for practical use. Chapter 1, "The Role of the Board President," focuses on balance of power, presidential style, and presidential selection. "Board Meetings," chapter 2, identifies factors common to effective meetings that involve agendas, mechanics, public meetings, minutes, and parliamentary procedure. The backup materials provide examples from a California school board. Chapter 3, "Board Communications," stresses developing a relationship between president and superintendent through planning, communication, and evaluation. Chapter materials offer forms for presidents to use to set priorities and examples of communications within California boards. "Board Self-Evaluation," chapter 4, describes the need, process, and methods for evaluation. The backup materials contain a checklist for assessing meetings. Chapter 5, "Leadership Strategies and Resources," presents information on current thinking about causes and management of conflict. The backup materials outline sample policies, bylaws, and rules available from the California School Boards Association. "Calendar of Important Dates for Agenda Planning," the final chapter, demonstrates the formulation of yearly action and legal calendars. An evaluation form for this handbook is included. (CJH)

ED 277 120 EA 019 035

Chand, Krishan
A Handbook for the School Boards in America for the Selection of the Superintendent of Schools.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Boards of Education; Elementary Secondary Education; *Employment Interviews; Job Application; *Occupational Information; *Personnel Selection; School Districts; *Superintendents

Across the nation, about 16,000 school boards are responsible for selecting their chief school administrators, including the superintendent. To aid school boards with their selection process, this paper provides some helpful hints. First, boards need to establish goals, philosophy, and school district needs and determine all possible alternatives for finding a school superintendent. The job description should provide candidates with basic information about the school district, salary range, and responsibilities. Current trends concerning educational, work, and task requirements are summarized. To advertise the position, boards can use several national publications and should simplify the application process. Next, a key person should be chosen to screen applications, once clear-cut procedures and a rating sheet have been developed. Before candidates are interviewed, a list of questions should be developed that tests candidates' familiarity with superintendent responsibilities and elicits information about their personal background and motivation for considering the position. The last step is selecting a person of superior professional caliber and communicating contract terms and conditions. The discussion is supported by two appendices (a comparative rating sheet and a list of state departments of education) and nine references. (MLH)

ED 277 134   EA 019 052

Allen, Henriette L.; Tadlock, James A.
Pupil Achievement as Related to Social Class, Gender, and Number of Parents in the Household.
Jackson Municipal Separate School District, Miss.
PUB DATE- Nov 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Family Structure; Learning Problems; Lower Class Parents; Lower Class Students; Nuclear Family; One Parent Family; Performance Factors; Performance Tests; Poverty; Research Needs; School Effectiveness; *Sex Differences; *Socioeconomic Status; Student Needs; *Student School Relationship; Upper Class
IDENTIFIERS- California Achievement Tests; *Tennessee

From a sample of 6,000 pupils in a Tennessee school district, this study relates the variables of gender, social class, and number of parents in student households to achievement on a norm-referenced test. Charts presenting data findings comprise three-fourths of the document. Investigation was motivated by studies that connect student learning difficulties to poverty and by research claims that students from all social classes can master minimum competencies. Researchers disaggregated California Achievement Test (CAT) data over a 3-year period on the basis of social class from pupils in grades 4, 6, and 8. Third- year data were additionally disaggregated by gender and by number of parents. Results show that upper social class pupils performed better than lower social class pupils, though that difference narrowed during the three-year period. On the CAT, better scores were produced by females, two-parent children, and upper social class children. Two-parent lower social class pupils performed better than did their counterparts from one-parent households. Conclusions are as follows: (1) identifiable social class subgroups of students are not performing well; (2) this study should be replicated; (3) because poverty affects educational outcomes, schools require assistance; and (4) curriculum revisions are needed. (CJH)

ED 277 176 EC 191 381

Parent Education Workbook for Mainstreamed Students. Teachers Guide.
Contemporary Parenting Choices: Materials for Mainstreamed
Classrooms. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-1141-4
PUB DATE- 85
NOTE- 51p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Family Life Education; High Schools; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; *Parenthood Education; Student Characteristics; *Teaching Methods

The fourth part of a parenthood education curriculum series, the Parent Education Workbook consists of a teachers guide (and 12 student lesson units not replicated in the guide) divided into two parts, the first part focusing on relationships and the second on child care. The units are intended for use by mainstreamed mentally disabled (MD) and learning disabled (LD) high school students in home economics classrooms. Issues addressed by the curriculum were selected as a result of an Iowa State University assessment of parenthood education needs of mildly mentally disabled high school students. In order of priority these issues are: the decision to parent, careers and work, marriage and parenthood, decision making and goal setting, resource management, nutrition, human reproduction and contraception, job training, effects of divorce, single parent families, and family members' need for privacy. The teachers guide explains characteristics of MD and LD students, methods and strategies for working with these high school students, the format of the student lesson materials and suggestions for their use, the supplementary relationship of these materials to the first three Contemporary Parenting Choices curriculum guides, and the evaluation items which accompany each unit. Learning limitations and associated teaching strategies for the mentally disabled are outlined and a detailed listing of curriculum units and lessons and their corresponding pages in the Contempory Parenting Choices guides is provided. Unit tests (multiple choice format) are included in the guide, for all 12 workbook units, together with a teachers answer key. (DB)

Phillips, Chester E.; Schmitz, Edward J.
A Microdata Model of Delayed Entry Program (DEP) Behavior. Technical Report 666.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Feb 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Educational Attainment; *Enlisted Personnel; Entry Workers; *High Risk Persons; High Schools; Individual Characteristics; *Labor Turnover; *Military Personnel; Models; Multivariate Analysis; *Predictor Variables; Probability; Public Policy; Recruitment; Regression (Statistics); Student Educational Objectives
IDENTIFIERS- *Army; *Delayed Entry Program (Military)

High personnel loss rates among recruits who have signed up for the Army's Delayed Entry Program (DEP) are becoming an increasing problem for DEP program managers. Therefore, a research project was conducted to examine DEP loss as a function of sociodemography and policy variables at the microdata level. Two DEP loss models were created. The first included high school graduates and nongraduates, and the second included high school seniors. In each model, several scenarios were staged to measure different combinations of the following variables: age, gender, Armed Forces Qualification Test (AFQT) score, education, contracted DEP length, military occupational specialty (MOS), region of the country, and enlistment and incentive options. A logistic regression (logit) model that estimates loss probabilities on an individual basis was specified, and categories of high- and low-risk individuals were identified. The multivariate analysis revealed that the following variables were associated with higher DEP loss: signing up for a longer DEP length, being female, choosing to participate in the Army College Fund, and being a high school graduate or nongraduate as opposed to a high school senior. The model was found to present a significant improvement over previous research because it permits measurement of the effects of changing several parameters simultaneously, thereby allowing for the prediction of DEP loss probability on an individual basis. (MN)

ED 276 849 CE 045 930

Daines, Jeanette
Whole-to-Part Instruction in Vocational Education. An Exploratory Study of Student Characteristics and Structure of Knowledge in Postsecondary Programs.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
PUB DATE- 1 May 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Auto Mechanics; *Cognitive Style; Postsecondary Education; Practical Nursing; School Holding Power; *Student Characteristics; Teaching Methods; *Transfer of Training; *Vocational Education
IDENTIFIERS- Minnesota; *Whole to Part Instructional Approach

A project was undertaken to develop a means of simplifying instruction in postsecondary vocational-technical programs in practical nursing and auto/truck maintenance and repair and to identify related patterns of student achievement, retention in a program, and transfer of learning. Information obtained from a literature review indicated that a whole-to-part instructional approach supplemented with detailed task analysis offered a possible solution to the problem of simplifying the technical complexities in the content of postsecondary vocational training programs. Therefore, a pilot study was conducted to examine the effectiveness of a whole-to-part instructional approach with a study population consisting of 151 practical nursing and auto-track mechanics students and 13 teachers participating in three programs at a postsecondary vocational technical institute in Minnesota. Data obtained using the California Achievement Test and the Hidden Figures Test and data on student characteristics were analyzed by means of correlation and regression procedures. Because no clear patterns of intervariable relationships emerged, it was impossible to establish conclusive linkages between the whole-to-part instructional approach and the measures of achievement, retention, and transfer used in the pilot study. However, most of the students completed the program successfully, and the instructors indicated a belief that the whole-to-part instructional approach contributed to this success. (Appendixes include charts for whole-to-part instruction and correlation and regression analyses.) (MN)

ED 276 863 CE 045 968

Family Life and Worker Productivity. Learning Modules.
Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- Oct 86
NOTE- 371p.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Room 111 Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Career Education; Child Rearing; Communication Skills; Coping; *Credit (Finance); *Day Care; Family Life; Family Life Education; *Job Search Methods; Learning Activities; Learning Modules; Occupational Home Economics; Problem Solving; *Productivity; *School Community Relationship; Secondary Education; Self Concept; Self Esteem; *Stress Management; Work Attitudes
IDENTIFIERS- *Partnerships; Work Ethic

This manual includes eight learning modules about family life and worker productivity. Each module begins with the rationale and a list of objectives. Each objective is then taken up in turn, with an introductory statement and classroom activities given for each objective. Main ideas are presented in boldface type, and correlated with the learning activities. Each module also provides supplementary materials, such as reading selections and handouts. The eight module concepts are (1) Who is Caring for the Children?; (2) Credit: You're in Charge; (3) Mapping the Road to Employment; (4) Exploring Self-Esteem, Self-Perception, and Communication; (5) Problem-Solving Resources; (6) Stress Management Strategies; (7) Work Productivity Is Your Responsibility; and (8) Guidelines for Forming School-Community Partnerships. (YLB)

ED 276 934 CG 019 551

Iams, Howard M.
Transition to Retirement Jobs.
PUB DATE- 18 Nov 86
NOTE- 25p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986). Tables have small dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Change; Employees; *Older Adults; *Part Time Employment; *Reentry Workers; *Retirement; *Sex Differences

Many retired persons return to work, to some extent, following their retirement. Data from the 1982 New Beneficiary Survey (NBS) of 4,212 women and 5,307 men were examined to determine the employment of retired-worker beneficiaries who were working 18-30 months after first receiving retired-worker benefits. According to the NBS data, over one-fifth of new retired-worker beneficiaries were working 18-30 months after first receiving social security benefits. Most usually worked less than full time over the full year. Although measurement of changing hours in the NBS was imperfect, data suggest that part-time work results from employees decreasing their annual hours of work, primarily hours worked in a typical week. Retired-worker beneficiaries usually had modest annual earnings and hourly wages. Those under age 65 earned lower amounts than those aged 65-71. Retired-worker beneficiaries worked in all categories of occupations, but there were extensive gender differences. While about 30 percent of women worked in different occupations for different employers than they had in their longest job, about 45 percent of men did so. Seven tables are provided. (NB

ED 276 978 CS 008 618

Tomlinson, Louise M.
Overview of Computer Applications in Reading.
PUB DATE- 80
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Oriented Programs; Computer Software Reviews; *Computer Uses in Education; Educational Television; Elementary Secondary Education; Literature Reviews; *Reading Instruction; *Reading Processes; Reading Research; Teacher Education

Reviewing computer applications in reading and reading instruction, this article covers the following topics: the emergence of computer instruction from teaching with television, the variety of input and output devices, types of interaction between user and program, methods and approaches, degrees of generalization, scope and capacity of programs, and adaptability to and acceptance by various populations. Relevant literature is examined from the following perspectives: (1) understanding of the reading process through computers, (2) training of reading teachers through computers, (3) the use of computers in reading instruction--computer aided instruction, computer managed instruction, and the role of the programer. Some of the hardware and software mentioned include: CARIS (Computer Animated Reading Instruction), IBM 1500 (designed specifically for instructional purposes), HP2000F (computer),

Commodore PET Computer, TRS-80 Voice Synthesizer, Sol-20 Computer, Lite I (Initial Reading and Job Orientation Program), and Lite II (Career Oriented Reading in Various Job Areas), Simuread Program, and PLATO. It is urged that computers be regarded as a valuable aid to teachers in providing quality education and researching reading behavior. Conclusions speculate on why computers are not utilized more fully in reading research and instruction given their abounding capabilities and exiting applications to the field. (Author/JD)

ED 277 192 EC 191 398

Beveridge-Wavering, Agnes; Seibert-Shook, Mavis
Reinforcing Home Activities: Program for Articulation Improvement. Third Edition.
REPORT NO.- ISBN-0-8134-2615-4
PUB DATE- 86
NOTE- 51p.
AVAILABLE FROM- Interstate Printers and Pubs., Inc., Jackson at Van Buren, Danville, IL 61832 ($10.95, quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation Impairments; Elementary Education; *Homework; *Learning Activities; *Parent Participation; Parent Role; Positive Reinforcement; Sequential Learning; Speech Skills; *Speech Therapy

Intended to aid speech-language pathologists in providing sequential, meaningful take-home assignments for articulation-impaired elementary school students, this book lists 95 activities which promote parent involvement in articulation-task learning. Each of the 95 activities (65 for non-readers and 34 for readers) is written on a slip which children take home and parents sign when the task is completed. Many of the activities involve parents in such ways as children telling parents stories using a certain sound, or parents reading words with certain sounds that children must use correctly in a full sentence. The major goal of the activities is to bring about the consistent correct use of specific sounds in speech. A section with supplementary materials contains a letter to the parents, an accomplishment chart, speech contracts, good work awards, teacher evaluation forms, a speech diploma, and bulletin board suggestions. (CB)

ED 276 891 CE 046 015

Savage, Ernest; Samuel, Errol
Training and Development in Developing Countries.
PUB DATE- Dec 86
NOTE- 11p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Appropriate Technology; *Developing Nations; *Economic Development; Educational Needs; Foreign Countries; *Industrialization; Job Training; *Labor Force Development; *Technological Advancement

Differences in training in developing countries can be traced to the experiences of colonization, industrialization, and advancing technology. Since decolonization after World War II, developing countries have had to cope with depleted primary resources and unprecedented and unexpectedly rapid industrialization. Industrialization has taken the form of technology transfer, which has contributed to the loss of indigenous technologies. The developing world is becoming aware that the key to its development lies not in transfer of capital-intensive technologies designed for use where labor is comparatively scarce, but in industrial development that uses those technologies that advance the socioeconomic objective of development. Training and development efforts in developing countries should relate to an industrialization that uses technologies appropriate to specific environments. From a developing country's perspective, training and development have an important role in developing the capacity to use and control appropriate technology. Training and development must be dynamic and focus on an understanding of the respective country's culture in its transition from a low to a higher technology base. Implementation problems include cultural and linguistic diversity of the audience, poor communication, and limited or out-of-date instructional materials, facilities, and training and development personnel. (YLB)

ED 276 905 CG 019 520

Hillowe, Bruce V.
Effects of Religiosity of Therapist and Patient on Clinical Judgment.
PUB DATE- Aug 86
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); *Clinical Diagnosis; Clinical Psychology; *Counselor Attitudes; *Counselor Characteristics; *Psychotherapy; *Religious Factors; Therapists; Values

Some theoreticians believe that diagnostic and prognostic impressions are based in part on clinicians' personal values. A study was conducted to assess whether clinical judgment is affected by patient religiosity, therapist religiosity, or an interaction between patient and therapist religiosity. Psychotherapists' (N=15) judgments concerning religious clients were investigated by comparing ratings of similar religious and nonreligious patient vignettes on the dimensions of appropriateness, selection, impairment, prognosis, diagnosis, required therapy sessions, and likelihood of continuation. Independent and interaction effects of therapists' own religiosity, as measured by scales of affiliation, belief, and nondoctrinal attitudes, were also examined. The results revealed that, regardless of their own religiosity, all therapists rated religious patients less favorably regarding diagnosis and required sessions. Regardless of the religiosity of the patient, therapists with strong religious beliefs assessed fewer therapy sessions. An interaction was found indicating that nondoctrinally religious therapists had more favorable prognoses for religious patients. (Author/NB)

ED 276 919 CG 019 536

Wilson, Stephan M.; Peterson, Gary W.

Personal and Situational Factors Affecting Life Satisfaction among Young Adults from Rural, Low-Income Appalachian Families.

PUB DATE- Nov 86
NOTE- 41p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Size; *Life Satisfaction; *Low Income Groups; Occupational Aspiration; *Predictor Variables; Proximity; Quality of Life; *Rural Family; *Self Esteem; Socioeconomic Status; *Young Adults
IDENTIFIERS- *Appalachia (South)

A central issue in thinking about the quality of life is the relationship between objective and subjective indicators. A study was conducted to examine the relative importance of objective status indicators, internal referents of life conditions, residential characteristics, and self-esteem on life satisfaction. Socioeconomic status and gender of the respondent were control variables. This study is a secondary data analysis of a longitudinal survey of life plans of youth from rural, low-income families from Kentucky, North Carolina and Tennessee. In the original study, 580 mother/child pairs of fifth and sixth grade students participated in the first phase of the longitudinal project. The present study involved 322 Appalachian whites who participated in the three data collection periods (1969, 1975, and 1979) of the longitudinal project. Their responses to survey questions were subjected to a multiple regression analysis. The results indicated the relative importance of subjective indicators versus objective indicators of life conditions on self-reported life satisfaction. Community size and frustrations about occupational ambitions were negatively related to life satisfaction. Money available, proximity to childhood home, and self-esteem were positively related to life satisfaction. Other variables, including educational and occupational attainment, were not related to life satisfaction. (Author/NB)

ED 276 993 CS 208 885

Copeland, Kathleen Ann
The Effect of Writing upon Good and Poor Writers' Learning from Prose.
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Cognitive Processes; Grade 6; Intermediate Grades; *Language Processing; *Learning Activities; Memory; *Reading Comprehension; *Reading Writing Relationship; Transfer of Training; Writing (Composition); *Writing Exercises; *Writing Research; Writing Skills

To determine how writing, as compared to other learning activities, affects both good and poor writers' ability to remember factual information and transfer learning, a study (1) investigated the effectiveness of a writing activity requiring students to develop compositions by synthesizing information read, and (2) explored the correspondences between selected characteristics of writing performance and measures of learning. Subjects, 120 sixth grade students identified as average readers and either good or poor writers, were randomly assigned to one of four treatment conditions: writing activity, multiple-choice question activity, directed rereading activity, or unrelated activity (control condition). Subjects were asked to read an informative passage pertaining to the topic to be learned and to perform a specific follow-up activity. At the end of the learning period, students were given a test designed to measure transfer of learning and a test designed to measure memory of factual information. Results indicated that the writing activity enhanced both types of learning measured and was beneficial for both good and poor writers. Findings also indicated that characteristics of students' writing performance played an important role in both types of learning. However, analyses revealed that the correspondences between these characteristics and learning performances varied in strength, apparently affected by the interdependence of the nature of the writing tasks, the characteristics under consideration, and the type of learning tested. (Author/JD)

ED 277 007 CS 210 188

Borgh, Karin; Dickson, W. Patrick

The Effects on Children's Writing of Adding Speech Synthesis to a Word Processor.

Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 10 Mar 86
NOTE- 26p.
GRANT- NIE-G-84-008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Speech; Computer Assisted Instruction; Elementary Education; Program Effectiveness; *Revision (Written Composition); Skill Development; Technological Advancement; *Word Processing; *Writing Instruction; *Writing Research; Writing Skills
IDENTIFIERS- *Childrens Writing

A study examined whether computers equipped with speech synthesis devices could facilitate children's writing. It was hypothesized that children using the devices would write longer stories, edit more, and produce higher quality stories than children not receiving feedback from a speech synthesizer. Subjects were 48 children, three girls and three boys each drawn from two second grade and two fifth grade classrooms in two different schools. Subjects from one second grade and one fifth grade classroom at each school wrote one story under the spoken feedback condition and then two stories under the nonspoken condition. Experimental conditions were reversed for the other two classrooms. Results showed that using a speech synthesizer led to increased levels of editing in young children. In addition, preference for the spoken feedback was negatively related to story length for both second and fifth grade students, to audience awareness for second grade students, and to story level editing for fifth grade students, indicating that less-skilled writers were the most motivated by hearing spoken feedback. References, tables and figures are appended. (FL)

ED 277 036 CS 210 246

Steele, James; And Others
The Teaching of Composition: A Study of the Approach to Writing Skills in Ontario Faculties of Education and Teachers' Colleges, Related Surveys, and a Bibliography. Volume III: Bibliography.

Carleton Univ., Ottawa (Ontario). Dept. of English.
SPONS. AGENCY- Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- Dec 80
NOTE- 187p.; For volumes I and II, see CS 210 244-245.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Foreign Countries; Higher Education; *Preservice Teacher Education; Secondary Education; *Teacher Education Curriculum; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- Canada; ERIC; Great Britain; Ontario; United States

Supplementing a study that surveyed the instructional approach to writing skills of Ontario's teacher training institutions as well as composition instruction in general at the secondary level, this bibliography complements existing bibliographies on writing instruction. More than 1,600 works published before 1977 in Canada, Great Britain, and the United States are cited, including (1) Canadian and British periodical articles, monographs, reports, papers, and theses; (2) original abstracts from a large selection of Canadian and British research material; and (3) catalog references to abstracts of American works that have been published by the Educational Resources Information Center in Washington. Several bibliographies consulted in the preparation of this list are discussed. (JD)

ED 277 051 CS 505 409

Ritchie, David

Communication Relationships, Conventions of Meaning, and Social Representations.

PUB DATE- May 86
NOTE- 34p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Identification (Psychology); Intercultural Communication; *Interpersonal Communication; Interpersonal Competence; Interpersonal Relationship; *Receptive Language; *Reference Groups; Social Bias; Social Class; *Social Differences; Social Environment; Social Influences; Social Integration; Socialization; Social Psychology; *Sociocultural Patterns; Speech Communication

The concept of social representations, which was developed by Moscovici in 1984, suggests new ways of understanding the social processes that underlie communication between individuals. A social representation is a set of concepts, statements, and explanations originating in daily life in the course of inter-individual communication. The purpose of all representations is to make something that is unfamiliar, or the unfamiliarity itself, familiar. Communication between individuals that involves the use of social representations makes those representations increasingly more similar and thus facilitates future communication. Therefore, an analysis of the communication process should reveal more similar representations among persons belonging to the same social group or class, and more differences between the representations of persons belonging to different social groups or classes. This phenomenon would explain the relative ease of communication between similar individual and social groups and the difficulty of effective communication between dissimilar individuals and social groups. Findings of a variety of studies support this hypothesis. Fifty-two references are appended. (SRT)

ED 277 066 CS 505 446

Walker, James R.
Mass Media Types: Three Q-Analyses of Mass Media Exposure.
PUB DATE- May 86
NOTE- 34p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986). Small print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Audience Analysis; *Audiences; Communications; Demography; Information Sources; Information Utilization; Life Style; *Mass Media; Mass Media Effects; *Media Research; *Media Selection; Multiple Regression Analysis; Popular Culture; Q Methodology; Secondary Education
IDENTIFIERS- *Audience Research

The purpose of a mass media study was to (1) identify mass media types (patterns of exposure to mass media content) among seventh graders, high school juniors, and adults in a given geographic area; (2) show similarities and differences in the mass media types isolated for these three age groups; (3) pinpoint demographic variables most strongly related to each of the identified types; and (4) ascertain if these types are adequately described by demographic variables, or whether they represent distinct patterns of mass media exposure. All subjects kept a daily diary of their exposure to television, radio, recordings, newspapers, and magazines for one week, and then completed a questionnaire deisgned to obtain demographic information and information about exposure to books and motion pictures. The Q-type factor analyses allowed the identification of various mass media types, such as action TV viewers, newspaper opinion readers, black "romantics," female adolescent readers, horror film fans, and so forth. Using demographic variables as independent variables, regression analyses were performed to identify the strongest predictors of the mass media factors produced by the Q-type factor analyses. Results of analyses showed that sex and age were the most frequent significant predictors, that mass media types were characterized by exposure to type of content rather than medium, and that the types identified in this study were not adequately explained by the demographic variables used in the regression analyses. (Tables of findings are included). (NKA)

ED 277 081 EA 018 266

Lows, Raymond L.
A Resource Cost Model: Implications for Local School District Planning in Comprehensive School Finance Reform Efforts.
PUB DATE- Oct 85

NOTE- 36p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (Kansas City, MO, October 20-22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; Educational Planning; Educational Resources; Elementary Secondary Education; *Finance Reform; *Foundation Programs; School Districts; *State Aid
IDENTIFIERS- *Illinois; *Resource Cost Model

This paper describes the current and proposed systems for state and local financing of public education in Illinois and discusses the ramifications for local educational planners of a change from a foundation level program to a resource cost model approach. The paper begins with a brief historical overview of the finance reform effort that began in Illinois in 1981. The next section of the paper describes the foundation level program used in Illinois, identifying the variables used in the formulas and noting their interactions and their potential impact on educational planning. The paper then covers the relationships among resource cost, resource quantity, and local community preference as these affect local district fiscal needs. Particular attention is paid to the Program Cost Differential process that identified 139 different educational programs and their resource needs. The resource cost model is computationally more complex than the foundation level approach, is enrollment-driven rather than attendance-driven, leaves variables that are critical subject to revision, and requires expansion of accounting and reporting operations. Appendixes detail the appropriate resources identified for elementary and secondary programs, provide forms for calculating resource costs, clarify the specification of resources for district level administration, and display cost of education indices for selected school districts. (PGD)

ED 277 149 EA 019 069

Sussman, Lynne
The Principal's First Year: The Mutual Process of Developing Leadership.
PUB DATE- 17 Apr 86
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Role; Cooperation; Educational Environment; Elementary Education; *Instructional Leadership; Interpersonal Communication; Interschool Communication; *Principals; *Role Perception; School Community Relationship; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Influence; Teacher Role

This paper explores the mutual process by which a principal and teachers in an urban elementary school develop the principal's leadership. Data were collected for this research throughout a principal's first year through systematic observations (shadowing) of the principal; semi-structured interviews with teachers, administrators, parents, school department and school committee members as well as community people; and document collection of memos, notices, letters to parents, and other written materials obtained or distributed by the school. Data show that teachers and the principal began the year with similar expectations for their roles. This congruence, plus the principal's clear expression of rules and expectations, fostered a consistent and firm structure. Her respect and genuine interest in teachers nurtured relationships that sparked a mutual development of leadership. Teachers were satisfied with her leadership because they had influence. The school environment became more cohesive as the principal became responsive and the teachers assumed responsibility beyond their classrooms. Implications are that new principals need (1) to consider the school context when setting priorities and (2) to develop good communication and select areas to work on that are visible and have a high probability of success. Eight notes and a five-page bibliography are appended. (Author/ IW)

EC

ED 277 163 EC 190 995

Bruyere, Donna
The School Counselor's Role with Mainstreamed Students.
PUB DATE- 86
NOTE- 22p.; Paper presented at the International Conference of the Division of Career Development of the Council for Exceptional Children (3rd, Las Vegas, NV, October 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Counseling; Counseling Techniques; Counselor Attitudes; *Counselor Role; Counselor Teacher Cooperation; Elementary Secondary Education; *Mainstreaming; *Mild Disabilities; Parent Counseling; *School Counseling; Student Characteristics

The expanded role of the school counselor as "mainstreaming facilitator" is discussed in the context of the needs and characteristics of mainstreamed handicapped students. Topics addressed include the following: (1) counselor attitudes toward handicapped students and their parents; (2) the learning problems and behavioral characteristics of educable mentally handicapped, learning disabled, and behaviorally disordered students; (3) consultation with teachers, school personnel, and community agencies; (4) educating and counseling parents; (5) career education counseling; and (6) group counseling techniques, including role playing, assertiveness training, values clarification, and social skills training. Thirty-two references are appended. (JW)

ED 276 805 CE 045 618

Shin, Masako T.
Food Service Technical Terms. English-Spanish Lexicon.
Southern Illinois Univ., Carbondale. School of Technical Careers.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 81
NOTE- 24p.
CONTRACT- R-33-10-C-0442-400; R-33-21-J-0542-400
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cooking Instruction; Dictionaries; *Equipment; *Food; *Food Service; *Foods Instruction; Occupational Home Economics; Postsecondary Education; Secondary Education; *Spanish Speaking

This English-Spanish lexicon presents food service technical terms. The terms are divided into seven categories: basic food items, common baking terms, food cutting terms, general cooking terms, non-English culinary terms, and tools and equipment. Each English word or term is followed by its Spanish equivalent(s). (YLB)

ED 276 821 CE 045 827

Thompson, Gordon
Fiscal Models as Reflections of Institutional Philosophies toward Continuing Education.
PUB DATE- Jun 83
NOTE- 9p.; Paper presented at the Annual General Meeting of the Canadian Association for University Continuing Education (Halifax, Nova Scotia, June 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Continuing Education; *Educational Finance; *Educational Philosophy; Higher Education; *Models; *Program Costs
IDENTIFIERS- *University of Manitoba (Canada)

Throughout the existence of the Continuing Education Division (CED) at the University of Manitoba, three different fiscal models were applied by University Administration to the CED: the traditional model; the income-target model; and the subsidy model. (1) The traditional model paralleled that applied to faculties and schools. The CED was provided with an operating budget, and an implicit understanding existed concerning the expected level of revenue to be generated by tuition fees. The CED was unable to respond to changing market conditions but was permitted to allocate funds in light of program priorities. (2) The income target model involved identification of specific income targets for specified program areas. Freed from the constraints of a fixed budget, the CED operated on a net budget basis. The setting of sub-targets for major program areas became unilaterally established by the central administration without regard for changing circumstances. The model facilitated overall growth in CED programs. (3) The subsidy model involved setting a net budget for the CED as a whole. Program plans were based upon financial realities. This model retained the limited flexibility of self-determined levels of expenditures but lacked the flexibility of adjusting to emerging program priorities. The evolution of these three models reflected a "drift" away from primary emphasis upon program priorities toward a primary focus upon financial priorities. (YLB)

ED 277 021 CS 210 221

Fulwiler, Toby

Teaching with Writing.

REPORT NO.- ISBN-0-86709-055-3
PUB DATE- 87
NOTE- 158p.
AVAILABLE FROM- Boynton/Cook Publishers, Inc., P.O. Box 860, 52 Upper Montclair Plaza, Upper Montclair, NJ 07043 ($10.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Class Activities; *Cognitive Development; *Content Area Writing; Higher Education; Secondary Education; *Teacher Improvement; Teacher Workshops; Teaching Methods; Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Writing across the Curriculum

To clarify how writing across the curriculum improves learning across the curriculum, this book provides an overview of the current state of writing instruction at the secondary and college levels as it applies to teaching in the content areas. Each chapter contains practical ideas for using writing in the classroom, along with a discussion of the theories on which these ideas are based. In keeping with the hands-on nature of the book, workshop materials are provided at the end of every chapter, including invitations to write journals, workshop exercises, handouts and worksheets, and teacher and student responses to workshop experiences. Chapter topics are arranged in the same order as they might be discussed at an interdisciplinary writing workshop, though each stands as a relatively independent essay. Respectively, chapters cover (1) writing and learning, (2) student journals, (3) composing, (4) writing for readers, (5) revising, (6) editing, (7) research writing, (8) writing and testing, (9) solving writing problems, and (10) teaching workshop style. These chapters replicate--especially for secondary and college teachers who are not writing specialists--some of the ideas and issues that are addressed in writing workshops. (JD)

ED 276 877 CE 045 998

Gainsharing. DOD Efforts Highlight an Effective Tool for Enhancing Federal Productivity. Briefing Report to the Chairman, Subcommittee on Defense, Committee on Appropriations, House of Representatives.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/GGD-86-143BR
PUB DATE- Sep 86
NOTE- 31p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies $2.00 each; 25% discount on 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Education; Cost Effectiveness; Efficiency; Employees; *Improvement Programs; *Incentives; *Job Performance; Participation; *Productivity
IDENTIFIERS- Department of Defense; *Gainsharing; *Productivity Improvement

Data were obtained from Department of Defense (DOD) officials and installations having experience with gainsharing programs. (Gainsharing programs measure gains in employee productivity and share the resulting savings between employees and the organization.) Analysis of private sector studies on gainsharing efforts identified three major trends in private sector efforts: (1) gainsharing by programs based on organization-wide productivity measurement are replacing those programs based on individuals or small group productivity measurements; (2) high success rates are being achieved by organizational-based programs; and (3) employee participation systems are being incorporated into gainsharing programs. All the gainsharing efforts in DOD reported cost savings. Some installations reported indirect benefits, including decreased sick leave usage and reductions in work backlogs and overtime costs. Major barriers to gainsharing programs were lack of specific legislation authorizing such programs and absence of Office of Personnel Management policies and guidance. Four principal elements critical to the success of gainsharing programs were identified: continuous and visible top management support, employee participation systems, definable and accurate performance measures, and adequate workloads to absorb productivity increases. (Following the four-page reporting letter are these appendixes: introduction, information on gainsharing trends in private industry, information on DOD gainsharing efforts, elements that facilitate success, and private sector organizational and DOD gainsharing examples.) (YLB)

ED 276 950 CG 019 567

Medicare: Reviews of Quality of Care at Participating Hospitals. Report to the Administrator, Health Care Financing Administration.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-86-139

PUB DATE- Sep 86

NOTE- 14p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, Maryland 20877 (1-5 copies, free; 6-99 copies, $2.00 each; 25% discount on 100 or more copies).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Health Needs; *Hospitals; *Medical Care Evaluation; Medical Services; Nursing Homes; Patients; *Peer Evaluation; *Physicians

IDENTIFIERS- *Medicare

This report concerns the Health Care Financing Administration's (HCFA) contracting with Utilization and Quality Control Peer Review Organizations (PROs) as a means of monitoring the medical necessity and quality of in-hospital care provided to Medicare beneficiaries. Findings from a HCFA survey of PROs in California, Florida, and Georgia are used to illustrate the need for PROs to profile data on hospital and physician quality-of-care problems and to monitor inappropriate discharges of beneficiaries needing skilled nursing care. It is recommended that PROs be required to include quality-of-care review data available from the 1984-1986 contract period in their profiling of hospitals and physicians. It is also recommended that, as part of their discharge reviews, PROs be required to include an assessment of the appropriateness of discharge destinations to better assure that patients needing skilled nursing care are allowed to remain in the hospital while awaiting placement in a nursing home. (NB)

Schaie, K. Warner
Relating Age Change and Behavior to Job Requirements.
National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- 22 Nov 86
NOTE- 28p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
GRANT- R01-AG04470
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Discrimination; Aging (Individuals); *Court Litigation; *Job Performance; *Job Skills; *Older Adults; Psychologists
IDENTIFIERS- *Age Discrimination in Employment Act Amend 1980; Expert Witness; *Mandatory Retirement

The Age Discrimination in Employment Act has been amended to outlaw mandatory retirement at any age. However, the act permits employers to impose a specific retirement age if there is a bona fide occupational qualification (BFOQ) which cannot be met by all or most individuals. Imposition of BFOQ mandatory retirement ages by employers has led to litigation. Many of these cases concern whether there are age-related changes in behavior that impair job abilities beyond a certain age. In virtually all job classifications questions of intellectual competence, judgment, and motivation are involved. Psychologists may be called as expert witnesses about these competency issues. Psychologists as expert witnesses provide expert testimony and relevant research literature, educate the attorney on methodological issues, and help prepare the attorney for trial. Job skills needed should be analyzed and the effects of age on their performance assessed. When an employer attempts to support the BFOQ defense through use of an industrial psychologist and his literature analysis, the expert trained in the aging field should look for research flaws such as inappropriate reliance on cross-sectional or group difference data, absolute magnitude of age changes, and compensation of age changes in skilled behaviors. To combat the argument that it is possible to test for individual characteristics of the job, the expert may need to identify objective assessment procedures which are age-neutral.

(ABL)

ED 276 979 CS 008 619

Anderson, Bernice; And Others
Mothers Working Outside the Home: What Do National Assessment Results Tell Us?
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- NAEP-15-R-04
PUB DATE- Dec 86
NOTE- 18p.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Employed Parents; *Mothers; *Parent Influence; *Reading Achievement; Reading Research; *Reading Tests; Test Interpretation; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP) data show that children in grades 4, 8, and 11 whose mothers work outside the home read better than children whose mothers do not work outside the home--but the difference is small. This conclusion represents one segment of the findings of the 1983-84 National Assessment, which focused on reading and writing and was administered to approximately 100,000 students across 30 states, and which for the first time asked students if their mothers worked outside the home. The findings were consistent with previous research studies indicating that children's reading achievements are unaffected by maternal employment alone. Related factors found to affect the reading performance of students included mother's level of education, amount of household income, and early education.

Specifically, assessment results indicated that (1) more than half of the students reported their mothers worked outside the home; (2) students with mothers working outside the home performed better in reading, possibly due to the relationship between mothers who work outside the home and traditional socioeconomic advantages, for example, higher education and income; (3) mothers who work outside the home have higher levels of education and students whose parents have more education achieve higher reading scores; and (4) more students whose mothers work outside the home attended nursery school, which is associated with better reading performance. (JD)

ED 277 095 EA 018 999

Crocker, Robert K.
What Research Says to the Teacher: Classroom Processes and Student Outcomes.
PUB DATE- Jun 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Winnipeg, Manitoba, Canada, June 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Classroom Research; *Classroom Techniques; *Discipline; Elementary Education; Group Instruction; *Outcomes of Education; Student Behavior; *Teacher Effectiveness; *Time Management; Time on Task

After reviewing effective teaching research during the past 20 years, one basic question arises: do teachers make any difference? Specifically, do teachers' classroom practices have any effect on student outcomes beyond the effects of ability and home background? What knowledge of minimal teaching competencies has been gained, and how firm is the knowledge base? Attempting to address these issues, this paper reports the results of a year-long classroom observation study involving 75 second- and fifth-grade teachers. Outcome measures included reading and mathematics achievement, student self-concept and classroom social status, and classroom behavior ratings. Teacher perceptions were measured through Q-sort, questionnaires, and indepth interviews. The study focused on the "commonplaces" of teaching, including content coverage, time usage, student-task engagement, group and individual instruction, question-response sequences, and student discipline. Results suggest that achievement is maximized by the following classroom conditions: high emphasis on academic instruction and student engagement in academic tasks, whole class instruction, effective question-answer and seatwork practices, minimal disruptive behavior, and prompt feedback to students. While little relationship between teaching variables and student achievement can be proven, the above recommendations are low-cost and worth trying. (MLH)

ED 277 108 EA 019 019

Tye, Kenneth A., Comp.; Costa, Arthur L., Comp.
Better Teaching through Instructional Supervision: Policy and Practice.
California School Boards Association, Sacramento.
PUB DATE- Mar 86
NOTE- 49p.
AVAILABLE FROM- Publication Sales, California School Boards Association, 916 23rd Street, Sacramento, CA 95816 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Policy; Administrator Guides; *Administrator Role; Board of Education Policy; Elementary Secondary Education; Inservice Education; Instructional Improvement; *Instructional Leadership; Management Development; Peer Teaching; Policy Formation; Supervisory Methods; *Supervisory Training; Teacher Administrator Relationship; Teacher Improvement; *Teacher Supervision; Training Methods
IDENTIFIERS- Clinical Supervision

This monograph guides administrators in developing policies that lead to improved supervision of instruction. Chapter 1, "The Mystery of Effective Teaching," by Barbara Benham Tye, focuses on improving schools' work environment through the supportive methods of clinical supervision. Arthur L. Costa describes five phases of the process between supervisor and teacher in the second chapter, "Clinical Supervision--A Definition." "Reviewing the Difference between Supervision and Evaluation," chapter 3, by Arthur L. Costa and Robert Garmston, distinguishes nine processes in which supervision and evaluation are performed differently. Chapter 4, also by Costa and Garmston, discusses assumptions and goals in "Cognitive Coaching--Supervision for Intelligent Teaching." Michelle Williams relates personal experiences in chapter 5, "Peer Coaching Improved My Teaching," by describing advantages of the model. "The Role of the Principal as Instructional Leader," by Kenneth A. Tye, chapter 6, surveys demands placed upon principals and recommends new types of training programs. The final chapter, "The Role of the School Board: Linking the Professional and Political Worlds of Clinical Supervision," by Richard C. Williams, recommends that teacher supervision involve teachers in procedures; as political bodies, boards must acquaint themselves with teaching procedures as well. A bibliography provides 25 references. (CJH)

Small, Sue E.
Improving Instruction through Principals' Induction Programs in the North Central Region of Maryland.
PUB DATE- Nov 86
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Responsibility; Cooperative Programs; Elementary Secondary Education; *Instructional Leadership; *Management Development; *Orientation; Peer Influence; *Principals; *Professional Development; Social Support Groups
IDENTIFIERS- Collegiality; *Maryland

Since principals are chiefly responsible for school improvement and effectiveness, professional development opportunities must be provided throughout their administrative careers. Research has identified certain behavior patterns causally related to principals' effectiveness. Since the summer of 1984, the North Central Regional Staff Development Group has developed and sponsored an induction program for principals based on instructional leadership. One school system used a research-based questionnaire asking school administrators and other professional staff to identify topics administrators need to know from a selected list of skills and behaviors. Generalizable results of what principals wanted to know and what staff wanted principals to know were then incorporated into a systematic principal induction program. This paper outlines the program, which also comprises recommendations from the Maryland Commission on School-Based Administration Report (1986). Eight goals are summarized and 18 criteria identified for the two-year induction process. Since its inception, the program has developed three strands: technical assistance, collaborative instruction/school improvement, and collegial support. Two figures and nine references are included. (MLH)

ED 277 135 EA 019 053

Chissom, Brad; And Others
A Qualitative Analysis of Categories of Variables Associated with Professional Satisfaction and Dissatisfaction among Middle School Teachers.
PUB DATE- Nov 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Environment; *Faculty Workload; Interprofessional Relationship; *Job Satisfaction; Junior High Schools; Middle Schools; Secondary Education; *Teacher Attitudes; *Teaching Conditions; *Work Attitudes; *Work Environment
IDENTIFIERS- Teacher Status

To explore several categories of variables strongly associated with professional satisfaction and dissatisfaction in American middle schools, responses of 540 out of 900 targeted middle school teachers to two open-ended questions were analysed. (The two survey items were drawn from the Status of the U.S. American Middle School Teacher Questionnaire.) The results showed 9 major categories contributing to professional satisfaction and 12 contributing to dissatisfaction. Some categories were supported by previous research, and others were not. Of the nine encouraging categories, faculty cooperation, curriculum features, and working conditions drew the greatest response, followed by personal directions, community support, family support, desire to help youth, faculty attitude and enthusiasm, and moral obligation and religious support. Among dissatisfiers, working conditions, professional prestige, and student behavior headed the list, followed by classroom management bureaucracy, materials and equipment adequacy, administration, job stress, and other factors. This study found that some categories (like working conditions) can be both encouraging and discouraging influences, depending on the school involved. Middle school administrators and policymakers are urged to identify the categories operating in their own schools in order to implement effective and corrective solutions. Included are three tables and nine references. (MLH)

Understanding Yourself: Unit 1. Parent Education Workbook for Mainstreamed Students. Part I: Relationships. Contemporary Parenting Choices. Module 4.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
REPORT NO.- ISBN-0-8138-2500-8
PUB DATE- 85
NOTE- 38p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Decision Making; High Schools; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; *Parenthood Education; *Self Concept; *Self Evaluation (Individuals); Sex Role; Values; Workbooks

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the first in the Relationships part of the workbook, focuses on self-understanding with individual lessons on personal characteristics, personal aspirations, feeling good about oneself, values, sex roles, the influence of others, and decision making. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

ED 276 806 CE 045 684

El Manejamiento del Negocio Cooperativo atraves de Reuniones = Managing Cooperative Business through Meetings.

Central Coast Counties Development Corp., Aptos, Calif.

SPONS. AGENCY- Community Services Administration (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Office of Minority Business Enterprise (DOC), Washington, D. C.

PUB DATE- Mar 77

NOTE- 63p.

LANGUAGE- English; Spanish

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adult Education; Adults; Agricultural Education; *Cooperatives; *Farmers; *Meetings; *Parliamentary Procedures; *Participative Decision Making; Spanish Speaking

This bilingual (Spanish-English) manual provides a series of articles that explain the parliamentary procedure. These guidelines are not presented to limit the open atmosphere that is essential to farmer cooperative meetings. Their structure is intended to provide a basis for equal participation in meeting discussions, nomination, and voting. Topics include the function of farmer cooperative meetings; notification of members, the agenda, and the minutes; the order of business; motions; motions mean action (a step-by-step example of the procedure for making motions); voting and quorum; the elections of officers or directors; and presiding officers. Tips for conducting better meetings are then suggested. The manual concludes with definitions of words and terms related to parliamentary procedure. (Spanish and English language versions appear side-by-side on the same pages.) (YLB)

ED 276 836 CE 045 890

Bradshaw, Jim; Paulu, Nancy, Ed.
Our Literacy Report Card. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-87-102rib
PUB DATE- Nov 86
NOTE- 3p.; For related documents, see ED 275 692 and ED 275 701.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; Blacks; *Daily Living Skills; *Educational Needs; *Functional Literacy; Functional Reading; Hispanic Americans; *Literacy; Minority Groups; Whites; *Young Adults

Although the majority of today's young adults meet or surpass the "literacy" standards of 25 years ago, they often lack the level of literacy needed to meet current demands. The National Assessment of Educational Progress studied a nationally representative sample of 3,600 young American adults, aged 21 to 25, to determine how well they could perform real work survival skills. While the overwhelming majority of young adults adequately performs tasks at the lower levels of proficiency, sizable numbers appear unable to do well on tasks of even moderate complexity. Findings included the following: (1) about 80 percent were unable to use a bus schedule; (2) approximately 63 percent could not follow directions using a map; (3) only about 27 percent could interpret a lengthy newspaper feature story; (4) about 28 percent were unable to write a letter protesting a billing error; (5) about 3 percent could not enter personal information on a job application; (6) about 21 percent were unable to locate the gross pay-to-date on a pay stub; (7) about 16 percent had trouble completing an address on an order form; and (8) about 34 percent had difficulty summarizing in writing an argument made in a lengthy newspaper editorial. On average, black young adults performed at levels significantly below white young adults, with Hispanics about midway between the groups. The report concluded that more appropriate intervention and prevention strategies must be developed to remedy these deficits. (KC)

ED 276 850 CE 045 931

Copa, George H.; And Others
Purpose of Vocational Education in the Secondary School. A Study Group.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
PUB DATE- 85
NOTE- 190p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Agricultural Education; Business Education; Distributive Education; *Economic Development; *Educational Objectives; Educational Planning; *Futures (of Society); Home Economics Education; Secondary Education; *Secondary Schools; *Social Change; Technological Advancement; Trade and Industrial Education; *Vocational Education

This report presents selected quotations and major points representing the views of educators, policymakers, and specialists in the areas of economic and social development on the subject of the purposes of vocational education in the secondary schools. The material was collected during a year-long review of current studies of secondary schools, 20th-century perspectives on vocational education and its specific fields, the purposes of education in general, future social and economic forces, and key concepts often used to define the purpose of vocational education. The volume is divided into eight parts. The importance of readdressing the purpose of vocational education in the secondary schools and the implications of current studies of secondary education are discussed. Examined in the next three sections are 20th-century perspectives on the purpose of vocational education; specific fields within vocational education (agricultural, business, distributive, home economics, and industrial education); and education in general. The implications of future economic, social, and technological trends for vocational education are outlined. The following key concepts are discussed in a section on developing a purpose statement for vocational education: development; individual differences; education; vocation; work; and the ethics, aesthetics, and epistemology of work. The final part reflects on the contribution to and unique purpose of vocational education in secondary education and the questions that should be asked about vocational education's purposes when deliberating on the needs of individual secondary schools. Each section includes selected quotations, a summary, and references. Concluding the volume is an epilogue by Harry F. Silberman. (MN)

ED 276 864 CE 045 969

Ellis, Michael O.
Indiana Guide to Sex Equity in Vocational Education.
Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- Dec 86
NOTE- 353p.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Room 111, Bloomington, IN 47405 ($30.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affirmative Action; Career Counseling; *Career Guidance; *Employed Women; Equal Opportunities (Jobs); *Federal Legislation; Federal Regulation; *Nontraditional Occupations; Postsecondary Education; Salary Wage Differentials; Secondary Education; Sex Discrimination; *Sex Fairness; Sex Stereotypes; Sexual Harassment;

*Vocational Education

This publication for Indiana vocational education personnel is intended to raise some sex equity issues. In its best use, it provides educators with a bibliography of resources available from the Library Services and Consultation and Field Services units of Vocational Education Services (VES). Section 1 on the problem of equity discusses the reasons for concern, provides facts on U.S. and Indiana working women, and presents an occupational equity quiz. Section 2 focuses on what sex equity is. It contains a list of milestones in the history of sex equity; definitions; brief discussions of nine issues in equity, each followed by a mini-bibliography; child care fact sheets; and "Training the Woman to Know Her Place: The Social Antecedents of Women in the Work World" (Sandra and Daryl Bem). Section 3 on laws and regulations offers summaries of major legislation, federal regulations, and other important legislation. A mini-bibliography follows each summary. Each of these first three sections concludes with a listing of VES resources. Section 4 on sex equity and vocational education outlines ways vocational education personnel can work toward the goal of sex equity. Topics include nontraditional occupations, vocational guidance and counseling, eliminating stereotypes in educational material, and sex equity programs around the nation. A listing of VES resources is provided for each topic. (YLB)

ED 276 892 CE 046 016

Smith, Charles W.; And Others
Implications of the Holmes Group and the Carnegie Commission Reports for Vocational Teacher Education. Symposium on Critical Issues in Vocational Teacher Education and Strategies for Improvement.
PUB DATE- Dec 86
NOTE- 37p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Educational Attitudes; Education Courses; Education Majors; Methods Courses; Postsecondary Education; *Preservice Teacher Education; Program Improvement; *Schools of Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educator Education; Teacher Educators; Teacher Qualifications; *Vocational Education Teachers
IDENTIFIERS- *Nation Prepared (A); *Tomorrows Teachers

This document contains four papers presented at a panel on implications of the Holmes Group and the Carnegie Commission reports for vocational teacher education. In the first paper, Charles W. Smith discusses general issues concerning the emergence of the education reform movement and calls for vocational educators to be part of the reform discussions. In the second paper, Ruth P. Hughes reviews "Tomorrow's Teachers," the recommendations of the Holmes Group of college deans of education. She concludes that although vocational educators cannot accept without modification some suggested changes (such as a six-year program), there are other suggestions with which vocational teacher educators can work for improvement within all teacher education. The third paper, by Curtis R. Finch, has two purposes. First, it is designed to summarize and synthesize the contents of the Carnegie report, "A Nation Prepared," giving particular attention to eight major recommendations for change in education policy. Secondly, it discusses how the Carnegie report may have an impact on vocational teacher education. The final paper, by Jasper S. Lee, focuses on trends and anticipated actions in coping with the two (Holmes and Carnegie) teacher education models that have been proposed. Each of the papers contains a bibliography. (KC)

Investigation on Ways of Minimizing Routine and Catastrophic Health Costs for the Aging. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session (Essex, MD).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-575
PUB DATE- 21 Apr 86
NOTE- 115p.; Portions of document contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); *Financial Problems; *Health Insurance; *Health Needs; Hearings; *Medical Care Evaluation; *Medical Services; *Older Adults
IDENTIFIERS- Catastrophic Insurance; Congress 99th; *Health Care Costs

This document contains witness testimonies and prepared statements from the Congressional hearing called to investigate ways of minimizing routine and catastrophic health care costs for the elderly. Recent changes in both the costs and quality of health care are examined. Opening statements are included from Congresswoman Helen Delich Bentley and from Congressmen Thomas J. Tauke, Jim Lightfoot, and Ben Blaz. Five panels of witnesses provide testimony. Panel One consists of Sally Folkoff and Mr. Nikaliades, both children of Medicare beneficiaries; Bonnie McLaughlin, Meridian Nursing Home Center; and Colleen Galambos, Stella Maris Hospice. Panel Two consists of three physicians: William Reichel, Jose Martinez, and Ross Pierpont. Panel Three consists of Kevin Moley from the United States Department of Health and Human Services. Panel Four consists of witnesses from the insurance industry, including Howard Richmond, Chief Investigator, Life and Health, Maryland Insurance Division; Joseph La Asmar, Chesapeake Health Plan; and Gary L. Eng, Blue Cross and Blue Shield of Maryland. The Fifth Panel includes Barbara B. Hill, Johns Hopkins Health Plan; Patrick Mattingly, Wyman Park Health Plan; and Catherine Kilmurray, American Association of Retired Persons. Materials submitted for the record are included throughout the text. (NB)

ED 276 935　　　　　　　　　　　　　CG 019 552

Governor's Task Force on Juvenile Corrections Alternatives.
Recommendations for Oregon's Juvenile Justice System. Final Report
Oregon Governor's Office, Salem.
PUB DATE- Feb 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Children; *Correctional Institutions; *Delinquency; *Juvenile Courts; Social Services; *State Programs
IDENTIFIERS- *Juvenile Justice; *Oregon

This document presents the final report and recommendations of a task force created to study the feasibility of further reducing juvenile training school populations in Oregon. The first section contains an executive summary which briefly reviews the history of Oregon's juvenile justice system and lists findings and recommendations of the task force. The next section explains the scope of the task force's work and describes task force objectives and processes. The following section lists 10 principles identified by the task force. Findings and recommendations identified to achieve these principles are included in the next section under the headings of: (1) roles and responsibilities; (2) transition process; (3) detention; and (4) training school admission criteria. A proposed restructuring of Oregon's juvenile justice system schemata is included. The final section contains a minority report on training school admission criteria which presents an opposing view to the task force recommendations in that area. The appendices contain a budget note, glossary, summary of juvenile justice issues, current juvenile corrections services, the current juvenile justice schemata, training school commitment data from 1978 through 1984, and close custody populations data from 1978 through 1984. (NB

ED 277 037 CS 210 250

Fitch, Raymond E., Ed.
Literary Theory in the English Classroom.
Ohio Univ., Athens. Dept. of English Language and Literature.; Southeastern Ohio Council of Teachers of English.
PUB DATE- 81
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Class Activities; Educational Theories; Elementary Secondary Education; *English Instruction; Higher Education; *Literary Criticism; Literature Appreciation; Reader Response; *Reader Text Relationship; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Literary Theory

Focusing on the notion that the author supplies the words in a text while the reader supplies the meaning, this issue contains essays that combine literary theories with classroom practices. Following an introduction by R. E. Fitch, articles include "Teaching a Western: Jack Schaefer's 'Shane'" (J. R. Ruff); "Pragmatic Criticism in Teaching 'The Pearl'" (J. E. Strzepek); "Exploring Line and Circle Imagery: An Entrance into 'Moby Dick'" (M. J. Atlas); "A Curious Triangle and the Double-Entry Notebook, or How a Theory of Language Can Help Us Teach Critical Reading and Writing" (A. E. Berthoff); "Exercises in the Criticism of Narrative for the First Few Days in an Introductory Literature Course" (J. L. Battersby); "Can We Teach the Latest Literary Theories to College Freshmen?" (J. J. Sosnoski); "An Experiment in Criticism in the College Classroom: Making Use of F. R. Leavis" (W. E. Cain); "Critical Theory and the English Classroom" (B. Bashford); "The Abyss of Interpretation" (R. E. Fitch); "Evaluation of a Course in 'Critical Analysis' for High School Students" (S. G. Bennett); "Needed: A Morphology of Literary Criticism for the Classroom Teacher" (C. L. Thompson); "Literary Structuralism: An Introductory Explanation and Some Educational Implications" (G. Peterson); "Barthes and the Pleasure of Reading" (W. Sondey); "When Theories Bind: A Contrast of Modes" (L. Burress); and "Surfeit: A Bibliography" (R. E. Fitch). In addition, four continuing columns are included: "Research in the Teaching of English Language Arts: 'Research in Composition in the 1980s Worth Noting'" (D. L. Bergdahl); "Books for Young Adults: What a Conference!" (H. K. Davis); "Teaching English in the Elementary School" (S. Hale); and "Teaching English in the Junior High/Middle School: Using Photography to Teach Point of View and Plot in Literature" (R. Sharrer). (JD)

ED 277 067 CS 505 447

Proshan, Chester J.
Group Survival and the Rhetoric of Reaffirmation: Some Explanatory Observations.
PUB DATE- May 86
NOTE- 12p.; Paper presented at the Meeting of the Rhetoric Society o
America Conference (Arlington, TX, May 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; *Persuasive Discourse; *Revolutionary War (United States); *Rhetorical Criticism;

*Rhetorical Invention; Social Attitudes; *Social Cognition; Social Influences; United States History
IDENTIFIERS- *Rhetoric of Reaffirmation

Historically, Americans have employed the rhetorical motif "reaffirmation of principle" to cope with the social evils in their midst. This concept refers to the tendency of groups to respond to outside hostility by regrouping and reaffirming their ethos through a form of self-address. Reaffirmation of principle, like managerial rhetoric, is concerned with the status quo. Literature concerned with the rhetoric of reaffirmation can be found in the research on social movements. In addition, American history provides examples of such rhetoric in Revolutionary War public addresses, specifically, in Loyalist Tory ministers' sermons. The ministers hoped to revitalize the congregation's allegiance to England by reaffirming the principle of the divine right of kings. Generally, the preachers detailed the prescribed behaviors for the faithful, emphasized the inviolability of the sacred principle, and provided a dramatization of an evil world uninformed by it. In closing, the preachers moved from the rhetoric of explanation and persuasion to that of implementation, outlining a plan for those showing resolve. Though generalizations about reaffirmation of principle as a rhetorical motif are premature, potential areas of study include (1) social movements, (2) functional analysis, (3) group/organizational theory, (4) historical reconstruction and interpretation, and (5) ideology and symbolism. (JD)

ED 277 193 EC 191 399

Hendrix, Joan; Lloyd, Dennis
Special Education Prevocational Guide: Upper Elementary & Middle School.
Metropolitan School District of Lawrence Township, Indianapolis, IN. Dept. of Special Education.
PUB DATE- 86
NOTE- 557p.; Chart, pages 545-546, contains small, broken print.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education Citizenship; Curriculum Guides; *Daily Living Skills; Decision Making; Functional Reading; Intermediate Grades; *Interpersonal Competence; Junior High Schools; Leisure Time; *Mild Mental Retardation; Money Management; *Prevocational Education; Problem Solving; Self Concept; Sexuality

The prevocational curriculum guide is intended for use with upper-elementary and middle school mildly mentally handicapped children and focuses on three major domains: (1) daily living skills, (2) personal-social skills, and (3) occupational guidance and preparation. Introductory information defines the three domains and outlines the scope and sequence of the curriculum. Objectives are listed for the following goal areas: money skills, shopping, self help skills, communication, decision making, mobility, leisure skills, cooking, reading, community awareness, personal organization, sexual awareness, self-concept, interpersonal relationships, problem solving, awareness of authority figures, awareness of appropriate/inappropriate behaviors, career education, job preparedness, work-study habits, respect, simulated job tasks, job placement, and job safety skills. Specific program objectives are keyed to instructional activities for both upper elementary and middle school levels. Among appendixes are a report on statistics and factors associated with the employment of handicapped youth; a functional vocabulary list, a vocational vocabulary list, cooking terminology, a listing of recommended career education materials, and figures illustrating curriculum models. (DB)

ED 276 822 CE 045 828

McGrann, James M.
Issues Related to Microcomputer Agricultural Software Design and Distribution in Developing Countries. Faculty Paper Series 85-6.
Texas A and M Univ., College Station. Dept. of Agricultural Economics.
PUB DATE- Dec 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agricultural Education; *Agriculture; *Computer Oriented Programs; *Computer Software; *Delivery Systems; *Developing Nations; Extension Education; Information Dissemination; *Microcomputers; Postsecondary Education; Program Development

This paper deals with the issues related to the design and distribution of microcomputer software, focusing on agricultural software and its users in developing countries (researchers, Extension educators, planners, lenders). The paper is organized in four sections that discuss the following topics: defining the audience and software needs; software evaluation; steps in software development; and software distribution and maintenance support. The paper provides general information about these areas and offers some specific guidance related to software development and development of users' manuals and other consumer helps. Appendixes identify areas in which microcomputers may be used in developing countries for finance and economics and summarize the components of microcomputer software design. (KC)

ED 276 920 CG 019 537

Cohen, George M.; And Others

Families: An Expanding Role for Professional Counselors. Proceedings of the Conference (San Antonio, Texas, February 1-3, 1986).

American Association for Counseling and Development, Alexandria, VA.

PUB DATE- Feb 86
NOTE- 89p.; This publication was made possible by a grant from Shell Companies Foundation.
AVAILABLE FROM- American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Counseling Techniques; *Counselor Role; Counselors; *Family Counseling; *Family Problems; *Marital Instability; *Parent Child Relationship; *Youth Problems

This document contains papers from a conference which targeted the needs and interests of counselors working with families. Individual papers in the book include: (1) "Economic, Social and Political Influences on Families" (Lynda Henley Walters); (2) "Family Structures and Stresses: A Counseling Perspective" (Edwin Herr); (3) "Cultural Diversity Among American Families" (Michael S. Nystul, et al.); (4) "Working with Families: A Demonstration" (Bunny Duhl); (5) "Impact of Work on Families" (Juliet Miller); (6) "Case Studies" (Patricia Ponder); (7) "Child Sexual Abuse" (Bob Rencken); (8) "Marital Separation" (Cyrus Stewart); (9) "Substance Abuse" (Ann Worth); (10) "Eating Disorders" (Pat Halvorson and Pat Neuman); (11) "Suicide" (Dave Capuzzi); (12) "Families and Unemployment" (Andrew Helwig); (13) "Disability in the Family" (Paul Power); (14) "Families with Aging Members" (Jane Myers and Barbara Shelton); (15) "Values Transmissions" (Judith Miranti); (16) "Communicating about Sex" (Kay Stritzel); (17) "Single Parent Families" (Rick Bruhn); (18) "Credentialing Issues for Marriage and Family Counselors" (David Brooks, et al.); (19) "Stepfamilies" (Frank Williams and Lynn O'Hern); (20) "Sex Roles" (James Winfrey); and (21) "Marriage and Family Assessment Instruments" (Norman Fredman). Also included are the Children, Youth and Families Survey, a 5-page bibliography, and the conference program. (NB)

ED 276 994 CS 209 822

Lacy, Stephen
The Effects of Intra-City Daily Newspaper Competition on News and Editorial Content.
PUB DATE- Aug 86
NOTE- 58p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Competition; Competitive Selection; *Content Analysis; *Editorials; *Media Research; Metropolitan Areas; *Newspapers; *News Reporting; Urban Environment
IDENTIFIERS- *Competitive Environment

A study was conducted to discover why investigation of one of the most important trends in the newspaper industry during the past century, the decline of newspaper competition within a city, has produced conflicting results. The study reviewed existing literature to learn why this is so, and also to determine if direct daily newspaper competition affects content. A randomly stratified (for ownership and competition) sample of 114 newspapers was chosen during November 1984. Only news and editorial sections were analyzed. The initial hypothesis, that newspaper content is determined by more than one allocation process, was tested with factor analysis. Twenty-one content measures were factor analyzed to see if they grouped in the news space allocation, editorial space allocation, and budget allocation processes. The second hypothesis, that daily newspaper content is affected by direct newspaper competition, was tested using regression analysis for each of the 21 content variables. The final hypothesis concerned whether intensity of competition provides a more accurate measure of the impact of competition on content than does a categorical measure. Results indicate that competition does have an impact on daily newspaper content, whether for better or worse is unclear. (Statistical data are appended.) (NKA)

ED 277 008 CS 210 197

Milz, Vera E.
Young Children Write: The Beginnings. Program in Language and Literacy Occasional Paper No. 5.
Arizona Univ., Tucson. Coll. of Education.
PUB DATE- Feb 82
NOTE- 62p.
AVAILABLE FROM- Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 ($3.00 including postage).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Classroom Design; *Classroom Environment; Cognitive Development; Language Experience Approach; *Language Processing; Primary Education; Student Centered Curriculum; *Teacher Role; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Childrens Writing

Focusing on writing as a language process, this booklet describes a framework for writing instruction that has as a major consideration the totality of language. The first section discusses writing as a language process, emphasizing that as children learn to write, they can also learn to listen, speak, and read. The second section focuses on the learner, discussing the varied linguistic experiences and skills that children have when they enter elementary school and emphasizing the importance of immediate student involvement in the planning of class activities. The third section addresses the teacher's role in helping students learn to write, and suggests that teachers interact with the children, motivating them by acting as role models, resource persons, program planners, and environment arrangers. The final section considers the factors involved in designing an environment for writing and language development: (1) planning the physical set-up; (2) making print available in the classroom, such as a calendar or a bulletin board; (3) providing needed supplies and equipment; (4) scheduling; (5) designing activities to start children writing, including notes and letters, labels, journals, class books, "if" books, story writing, and bookmaking; (6) teaching techniques, including support, dictation, and written conversation; and (7) planning evaluation. (Children's illustrations and writing samples are included.) (JD)

ED 277 022 CS 210 222

Goswami, Dixie, Ed.; Stillman, Peter R., Ed.
Reclaiming the Classroom: Teacher Research as an Agency for Change.
REPORT NO.- ISBN-0-86709-065-0
PUB DATE- 87
NOTE- 242p.
AVAILABLE FROM- Boynton/Cook Publishers, Inc., P.O. Box 860, 52 Upper Montclair Plaza, Upper Montclair, NJ 07043 ($10.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; *Classroom Research; Dialogs (Literary); *Educational Change; Elementary Secondary Education; Teacher Improvement; *Teacher Role; *Writing Instruction; Writing Processes; *Writing Research
IDENTIFIERS- *Teacher Researchers

To address how and why to do research in the classroom as a teacher, this book of essays by teacher researchers prefaces each of its four sections with interviews with Cindy Myers, Ken Jones, Patricia Reed and Betty Bailey respectively. Titles and authors are as follows: "Addressing the Problem of Elsewhereness: A Case for Action Research in Schools," (Garth Boomer); "A Quiet Form of Research" (James Britton); "On the Move: Teacher-Researchers" (Nancy Martin); "The Teacher as REsearcher" (Ann E. Berthoff); "A Lot of Talk About Nothing" (Shirley Brice Heath); "Research as Odyssey" (Ken Macrorie); selection from "Non-Magical Thinking: Presenting Writing Developmentally in Schools" (Janet Emig); "Diving In: An Introduction to Basic Writing" (Mina Shaughnessy); "From Dialogue to Dialectic to Dialogue" (Ann E. Berthoff); "Class-Based Writing Research: Teachers Learning from Students" (Nancie Atwell); "Teacher-Researchers and the Study of the Writing Process" (Marian Mohr); "Buena Vista Writing to Learn: Teachers as Agents for Educational Change" (Lynne Alvine); "Planning Classroom Research" (Lee Odell); selection from "A Letter to Bread Loaf" (Gail Martin); "An Analysis of Peer Group Dialogue Journals for Classroom Use" (Dale Lumley); "Everyone Sits at a Big Desk: Discovering Topics for Writing" (Nancie Atwell); "We Watched Ourselves Write: Report on a Classroom Research Project" (Victoria Holmsten); "I Gave My Classroom Away" (Amanda Branscombe); and "Reflections on Classroom Research" (Lucinda Ray). (SRT)

Trank, Douglas M.
A Professional Development Program for Graduate Instructors in Communication and Composition.
PUB DATE- 15 Nov 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Graduate Students; Higher Education; *Speech Communication; *Teacher Education; Teacher Evaluation; *Teaching Assistants; Writing Evaluation; *Writing Instruction
IDENTIFIERS- University of Iowa

Rather than being trained and supervised, graduate teaching assistants in rhetoric and speech should be taught and advised. Teaching assistants, or graduate instructors, should be considered colleagues, not merely cheap labor to teach courses the rest of the faculty does not want to teach. The first step in establishing an effective teaching and advising program for graduate instructors, then, is to create a department atmosphere in which they are truly accepted and valued as teaching colleagues. At the University of Iowa, a three- to four-day pre-service workshop is provided for all new graduate instructors during which they are assigned to advisory groups led by experienced graduate instructors. New graduate instructors also attend a weekly seminar during which they discuss the content of their classes and issues such as responding to student papers and speeches, how to lead a discussion of an essay, and how to structure assignments to meet the goals of the program. Finally, graduate instructors are given increasing degrees of freedom in the classroom to learn their own skills, strengths, and limitations as teachers. (SRT)

ED 277 082 EA 018 269

Berger, Stuart D.
It's Time to Recognize Excellent Teachers.
PUB DATE- Feb 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- Board of Education Policy; Elementary Secondary Education; *Faculty Development; *Incentives; Rewards; *Teacher Effectiveness; Teacher Improvement; *Teacher Motivation
IDENTIFIERS- Frederick County Public Schools MD; *Teacher Plus Program

The Teacher Plus Program (TPP) currently used in the Frederick County (Maryland) Public Schools shares some characteristics with a system for rewarding excellence in teachers that was originally proposed by Myron Lieberman and has since been championed by Albert Shanker. Lieberman's proposal called for the creation of national educational specialty boards capable of certifying teachers in areas of specialization. These teachers would then be entitled to additional compensation. In the absence of such national boards, the Frederick County schools established local boards of exemplary teachers and administrators to consider providing incentive awards to local, self-nominated teachers. TPP supplements the district's existing three-step career system by offering teachers on 9-month contracts the opportunity to receive awards paying for 10 days' involvement in professional growth activities outside the regular contract. The teachers are also asked to take leadership roles in the schools in their professional areas. School systems considering implementing such a program should check the provisions of their negotiated agreements, their salary policies, and their transfer policies; they should also be prepared for challenges from their local teacher associations. (PGD)

ED 277 096 EA 019 001

Little, Ann M.; And Others

Developmental Needs Data as Determinants for Professional Development Offerings in University Settings.

PUB DATE- Nov 86

NOTE- 40p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 9-11, 1986).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *Administrator Education; *Administrators; Boards of Education; Curriculum Development; Educational Change; Elementary Secondary Education; *Inservice Education; *Leadership Training; Management Development; Needs Assessment; Principals; Research Needs; School Districts; Schools of Education; State Surveys; Superintendents

IDENTIFIERS- *Tennessee

With the objectives of assisting state educators in designing school leadership programs, school administrators in Tennessee were surveyed to determine levels of training and perceived training needs. Questionnaires were administered in 1986 to school board members, principals, and superintendents. Part 1 of the questionnaire dealt with biographical and professional characteristics. The questionnaire and nine tables that summarize findings are appended and comprise nearly one-half of the document. Data gathered on demographic characteristics include age, sex, years of experience in educaiton and as an administrator, and undergraduate and graduate preparation. Recommendations derived from these data suggest that results be compared with relevant national and regional studies. Part 2 requested respondents to rank 15 topics that might prove beneficial for training/inservice activities. The following observations are made: (1) The need for first priority was ranked differently by each of the three groups; for example, "law/policy" ranks very high among board members and very low among principals and superintendents. (2) Leadership was in the top three needs identified by each group. (3) Principals and superintendents ranked public relations higher than did board members. The inservice needs identified in this survey therefore indicate areas that administrator education and reform efforts should address. (CJH)

ED 277 122 EA 019 037

Creamer, Robert; Gillaspy, Mary

Creating a Climate for Success: Developing a District Inservice Plan and Making It Work.

PUB DATE- Nov 86

NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Boards of Education; *Certification; Credits; Elementary Secondary Education; *Inservice Education; *Inservice Teacher Education; Program Implementation; School Districts; Staff Development; *State Departments of Education; *Teacher Certification

IDENTIFIERS- *Kansas

The State Inservice Education Opportunities Act (Kansas) allows certified staff to be recertified using a combination of methods in addition to or besides university credit hours. Participating local districts determine the combination allowed and the limits to be set on each method. Currently, 106 districts have local inservice plans operating. This paper summarizes guidelines for preparing an inservice education plan. To write a local plan, a district must complete nine steps: (1) notify the State Department of Education of intent to develop a plan, (2) organize the professional development council, (3) develop a needs assessment, (4) establish goals, (5) determine objectives, (6) identify inservice education activities to accomplish objectives, (7) submit the plan for approval, and (8) maintain the plan. To make the plan work, the local council must have strong administrative and financial support, provide staff to administer the program, appoint a permanent director, computerize records, start small, develop open commmunications, and maintain quality control and flexibility. The council must also ensure that workshops and seminars presented are of high quality, meet staff needs, and are held in comfortable surroundings. (Author/MLH)

ED 277 150 EA 019 072

Beckham, Joseph C.
School Officials and the Courts: Update 1986. ERS Monograph.
Educational Research Service, Arlington, Va.
PUB DATE- 86
NOTE- 60p.; For the 1985 edition, see ED 266 546.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 222-00040; $14.50).

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrators; *Collective Bargaining; Compliance (Legal); Constitutional Law; *Court Litigation; Dismissal (Personnel); Educational Finance; Elementary Secondary Education; Employer Employee Relationship; Employment Practices; Federal Legislation; Labor Relations; *Legal Responsibility; Religious Factors; School Funds; School Law; School Personnel; Special Education; State Legislation; *Student Rights; Student School Relationship; Teacher Employment; *Teacher Rights; Torts

This monograph is the ninth in a series designed to provide a scope treatment of case laws involving contemporary public school issues. The selections summarize principal judicial decisions drawn from 1985-86 federal and regional reporters. "School Boards and Board Members," part 1, describes decisions on school closures, equal protection violation, and contract arbitration. Part 2, "Administrators," provides illustrations of selection discrimination, due process in dismissal, and sexual harassment. Part 3, "Finance," surveys disparities in state funding among districts and prohibitions on reduction in funding. Statutory rulings are highlighted in "Collective Bargaining and Contract Management," part 4, which includes minority preference in layoffs and employee organization access to school facilities. "Teachers," part 5, concerns federal constitutional and statutory protection in speech, privacy, dismissal, and due process. Part 6, "Pupils," discusses decisions involving the state's interest versus individual rights, including topics such as the Equal Access Act, basis for search, and procedural rights under the Education for All Handicapped Children Act. Part 7, "Religion," includes decisions on creation science, evolution, and home instruction. "Torts and Related Statutory Liability," part 8, examines cases concerning negligence in hiring and damages under the Civil Rights Act. Five pages of reference notes and a glossary of terms conclude the monograph. (CJH)

ED 277 164 EC 190 996

The Miller Assessment for Preschoolers: A Longitudinal and Predictive Study. Final Report.
Foundation for Knowledge in Development, Littleton, CO.
SPONS. AGENCY- American Occupational Therapy Association, Rockville, Md.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 113p.; Some tables contain small print.

GRANT- 1232116970A1
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; Discriminant Analysis; *Handicap Identification; *High Risk Students; *Learning Problems; Longitudinal Studies; Predictive Measurement; *Predictive Validity; Predictor Variables; Preschool Education; Preschool Tests; School Readiness Tests; Standardized Tests; *Test Validity
IDENTIFIERS- *Miller Assessment for Preschoolers

The study reported here sought to establish the predictive validity of the Miller Assessment for Preschoolers (MAP), an instrument designed to identify preschool children at risk for school-related problems in the primary years. Children (N=338) in 11 states who were originally tested in 1980 as part of the MAP standardization project were given a 4-hour battery of standardized tests. Standardized criterion measures included the Wechsler Intelligence Scale-Revised, the Berry Developmental Test of Visual Motor Integration, the Bruininks-Oseretsky Test of Motor Proficiency, the Goodenough-Harris Drawing Test, the Woodcock-Johnson Psychoeducational Battery, and the Walker Problem Behavior Identification Checklist. Parents and teachers completed behavior checklists and history forms. Among subjective criterion measures were retention in school; teacher observations; receipt of special services; and report card grades in language, reading, mathematics, and physical education. Predictor variables examined were the MAP Total Score, the five MAP subtest scores, and the 27 MAP items. Data were subjected to correlational, T-test, stepwise multiple regression, and classificational analyses. Detailed results indicate that the predictive validity of the MAP compares favorably to similar predictive validity studies, and that the instrument can consistently and correctly identify the majority of children who later have difficulty in school, with relatively few misclassifications. (JW)

ED 276 807　　　　　　　　　　　　　　　CE 045 736

Promising Programs and Practices: Vocational Education for Limited-English-Proficient Students.

Chinatown Resources Development Center, San Francisco, CA.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 85
NOTE- 62p.
CONTRACT- CC-3-3-754
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Curriculum Development; Job Development; Job Placement; *Limited English Speaking; Postsecondary Education; *Program Development; School Orientation; Student Evaluation; Student Placement; Two Year Colleges; *Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- *Promising Practices

This resource guide provides practical information to educators directly involved with vocational education for the limited-English-proficient (LEP) population. Part I describes the nine major features of promising vocational education programs for LEP students: program approach, program duration, institutional support, staff commitment, vocational English as a second language (VESL), bilingual support, counseling and guidance, job development and job placement, and adaptation of existing courses and support services. Part II suggests specific practices for the effective operation of vocational education programs for LEP persons. They concern these eight areas identified as being of critical importance: intake, student orientation, student assessment and placement, VESL curriculum development, VESL instruction, counseling and guidance, job development, and job placement. Exhibits throughout this section include sample forms, questionnaires, lesson plans, and exercises. (YLB)

ED 276 878 CE 045 999

Labour Market Flexibility. Report by a High-Level Group of Experts to the Secretary-General.

Organisation for Economic Cooperation and Development, Paris (France).

PUB DATE- 86
NOTE- 24p.
AVAILABLE FROM- OECD Publications and Information Center, 1750 Pennsylvania Avenue, NW, Suite 1207, Washington, DC 20006-4582.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developed Nations; *Economic Development; Employment Patterns; Employment Practices; Foreign Countries; Job Training; *Labor Market; *Occupational Mobility; *Public Policy; Salary Wage Differentials; Unemployment; Vocational Education; Wages; Work Environment

Sustainable growth has economic policies addressed to current imbalances as its necessary, though not its sufficient, condition. Labor markets are important for the growth process; as the level of economic activity increases, they function better, and as they function better, the level of economic activity increases further. Labor market flexibility is a key to both economic efficiency and social progress. Considerations of differences between countries has led to the conclusion that so far as labor market flexibility is concerned, no one package of measures exists that can serve all countries equally well. Six categories of factors affect the flexibility of labor markets: labor costs, conditions of employment, work practices and work patterns, rules and regulations, mobility, and education and training. Within each category are issues that provide levers for change. These issues are also related to the four widely recognized needs in Organisation for Economic Co-operation and Development countries, needs that call for greater flexibility, including labor market flexibility: economic adjustment, technological innovation, social problems, and quality of life. (YLB)

ED 276 936 CG 019 553

McCurdy, Jack, Ed.; And Others
The Drug Free School: What School Executives Can Do. Education USA Executive Summary #1.
National School Public Relations Association, Arlington, Va.
PUB DATE- 86
NOTE- 17p.
AVAILABLE FROM- National School Public Relations Association, 1501 Lee Highway, Suite 201, Arlington, VA 22209.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Administrators; Adolescents; *Board of Education Policy; Children; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Prevention; Program Effectiveness; *Public Relations; *School Role

This document presents an executive summary concerned with drug use in the schools. The introduction outlines the dimensions of the problem and the prevalence of drug use among adolescents. A section entitled "What Works" reports on the state-of-the-art drug prevention program which involves the social influence/resistance skills technique. Four key elements of this approach are described: (1) correction of misperceptions; (2) peer resistance skills; (3) family influences; and (4) media influences. New and old drug prevention programs are discussed; when, where, and how to use drug prevention programs are considered; intervention programs are described; and a comprehensive effort is recommended. A section on reviewing and evaluating drug programs discusses characteristics of a good drug policy, how to develop a drug policy, needs assessment, program evaluation, and legal issues in drug programs. The final section examines how to effectively communicate an anti-drug program. It provides information on getting organized, publicizing school board policy and procedures, developing a public relations plan, forming an action committee, cooperating with other agencies, educating the school staff about their role, fighting rumors, cooperating with reporters, and evaluating efforts. Information is provided for obtaining additional resources in drug prevention. (NB)

ED 276 951 CG 019 568

Substance Abuse: Description of Proposed State Allotment Grant Formulas. Fact Sheet for the Chairman, Subcommittee on Health and the Environment, Committee on Energy and Commerce, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-86-140FS
PUB DATE- Sep 86
NOTE- 10p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, Maryland 20877 (1-5 copies, free; 6-99 copies, $2.00 each; 25% discount on 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Categorical Aid; *Drug Abuse; *Drug Rehabilitation; *Federal Aid; Federal Legislation; *Prevention; *Resource Allocation; *State Programs
IDENTIFIERS- *Substance Abuse

This document presents information showing the allocation of funds to states under the substance abuse prevention and substance abuse treatment programs contained in the proposed Drug Abuse Prevention and Treatment Act of 1986 (H.R. 5334). This fact sheet shows state allotments for substance abuse prevention, using a formula based on each state's relative share of the nation's youth population aged 5 through 24 and an annual appropriation of $50,000,000. It also shows state allotments for substance abuse treatment, using a formula based on each state's relative share of the population aged 15 through 64 weighted by the state's relative personal income and an annual appropriation of $100,000,000. The proposed substance abuse prevention formula and the proposed substance abuse treatment formula are both described. (NB)

ED 276 965 CG 019 582

Tomlinson, Louise M.
Locus of Control and Its Affect on Achievement.
PUB DATE- Jan 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Attitude Change; *Change Strategies; *Cognitive Style; Helplessness; Individual Differences; *Locus of Control; Personality Traits; *Student Attitudes

Locus of control is considered a primary factor in the difference between students' high and low achievement. This phenomenon is defined as a polar construct which refers to the degree to which individuals view their successes and failures as either contingent upon their own behaviors (internal locus of control) or independent of them (external locus of control). Internal locus of control has been associated with success in school. External locus of control has been associated with "learned helplessness" and with thinking that is concrete, convergent, and compartmentalized. Researchers have reported findings indicating distinguishable differences between the cognitive activities of internally and externally oriented individuals, wherein internal orientation is linked to self-determination and persistence. Research also indicates that an individual's locus of control can be altered. Experiences which allow effectiveness, as well as behavioral counseling, goal setting, immediate reinforcement, contingency contracts, and appropriate curriculum planning have been found successful in helping externally oriented students improve academically and attain a more internal orientation. A three-page reference list concludes the document. (Author/NB)

ED 276 980 CS 008 620

Anderson, Bernice; And Others

Homework: What Do National Assessment Results Tell Us?

National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- NAEP-15-R-03
PUB DATE- Dec 86
NOTE- 17p.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Homework; *Reading Achievement; *Reading Assignments; *Reading Skills; *Reading Tests; *Reading Writing Relationship; Television
IDENTIFIERS- *National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP) data indicated a positive relationship between the amount of time spent on homework and reading achievement in grades 4, 8, and 11. This conclusion represents one segment of the findings of the 1983-84 National Assessment, which focused on reading and writing and was administered to approximately 100,000 students across 30 states. Specifically, students were asked how much time they spent on homework yesterday. Findings showed that almost two-thirds of the students reported spending time on homework, with little variance among racial/ethnic groups. This finding seemed related to more homework being assigned and reflected an increase as compared to 1980 NAEP results. Students who received homework assignments and did them tended to read at higher proficiency levels than students who did not have homework or who did not complete assigned work. Results showed that the more time students spent on homework assigned, the better they read; this relationship was clearest at grade 11. Seventy percent of the students who spent more than two hours on homework were found to watch two hours or less of television. Based on these results, NAEP recommended that: (1) students need parental support to complete assignments, (2) teachers and parents should set clear goals for homework assignments, and (3) homework policies should be consistent with other school goals. (JD)

ED 277 109 EA 019 020

Schellenberg, Stephen J.
Databases and the Professional Evaluator.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Databases; *Educational Planning; Elementary Secondary Education; Evaluation; Evaluation Needs; *Evaluators; Information Needs; Information Technology; Informatio Utilization; Management Information Systems; Participative Decisio Making
IDENTIFIERS- Eugene Public Schools OR

The role of the professional evaluator within a school district is essentially to provide data for use in informed decision making. In School District 4J in Eugene, Oregon, this role involves performing tasks in three basic categories: (1) maintaining and interpreting ongoing databases, (2) finding and analyzing information to answer specific administrative questions, and (3) assisting with the district's cycle of program evaluation. The ongoing databases, distinct from the district's mainframe computer records, provide information for enrollment projection, high school subject area enrollment trends, and longitudinal analysis of standardized test results. Requests for special-purpose information can lead to quick responses or require major reports. Typical requests have sought information on the potential impact of changes in graduation requirements, on predictors of the tendency to drop out of school, on the effects of an open enrollment policy, and on space utilization in an elementary school. The district's subject area programs are evaluated every 6 years, with the evaluator assisting in evaluation design and gathering and summarizing information for the subject area council. As purveyors of data, the evaluators collaborate with other educators in the evaluation process, promoting cooperative and productive decision making. (PGD)

ED 277 136 EA 019 054

Edwards, A.; And Others
Private Schools and Public Funding: Some Reflections upon an English Initiative.
PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Educational Research; Foreign Countries; Government School Relationship; *National Programs; Political Influences; Political Issues; Politics of Education; *Private School Aid; *Public Support; *School Choice; Secondary Education; *Tuition Grants
IDENTIFIERS- *Assisted Places Scheme (England); *England

The Assisted Places Scheme introduced by England's Conservative government in 1980 provides for the government to make up the difference between the cost of private secondary school tuition and the amount that eligible students can afford to pay (determined according to a sliding scale based on parent income). As a result, the private schools can be highly selective and students of high ability are guaranteed access to exclusive schools despite financial hardship. The program has caused significant controversy, however, since there are questions about the impact that the plan could have on the quality of education available to those not selected by private schools. Research into the impact of the scheme and its effectiveness in achieving its goals was conducted by gathering data at the national, regional, and individual school levels. National statistics, interviews with school administrators, and interviews with students and their parents provided information. While still being analyzed, the data already suggest that many students at whom the plan was directed may not be being reached, and that many supported students might have attended the same schools without government support. The political forces presenting obstacles to the research are also noted in this report. (PGD)

ED 277 178 EC 191 383

Understanding Others: Unit 2. Parent Education Workbook for Mainstreamed Students. Part I. Relationships. Contemporary Parenting Choices. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-2501-6
PUB DATE- 85
NOTE- 35p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Communication Skills; *Dating (Social); High Schools; *Interpersonal Communication; Interpersonal Competence; *Interpersonal Relationship; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; Parenthood Education; Workbooks

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the second in the Relationships part of the workbook, focuses on understanding others and includes individual lessons on kinds of relationships, how people communicate, the importance of communication in relationships, and the dating relationship. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

ED 277 194 EC 191 400

Brightly, Beverly E., Ed.
Training Alliances in Health and Education: A Final Report.
American Society of Allied Health Professions, Washington, D.C.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 132p.
GRANT- G008301774
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *Allied Health Occupations; Community Role; Competency Based Education; *Disabilities; Higher Education; *Interdisciplinary Approach; *Professional Education; Student Role
IDENTIFIERS- *Training Alliances in Health and Education

The final report describes the accomplishments of the 3-year project, "Training Alliances in Health and Education" (TAHE), a program designed to involve allied health professionals and Professional Development and Dissemination (PRODD) cemters in efforts to develop a coordinated delivery system to meet the education and education-related health needs of children with handicapping conditions. The report's 13 papers present process, concept, and evaluation summaries of the project's efforts at developing interdisciplinary training models and activities. Papers have the following titles and authors: "After Three Years of Effort--Wherein Lie the Successes?" (J. Raymond); "Accepting Territoriality in Pursuit of Interdisciplinary Training and Teamwork" (H. Favner); "Interdisciplinary Awareness and Barriers to Collaboration" (J. Campbell); "Generic Core Competencies: An Assessment of University Curriculum in Health and Education Programs" (O. Kimball); "Securing Faculty Commitment" (J. Seaton); "The Community and the University: Seven Steps to Collaboration" (G. Hansen); "Involving Students in Efforts for Interdisciplinary Cooperation" (A. Van Sant); "Student Involvement in Interdisciplinary Training" (G. Hansen); "Strategies for Integrating Generic Core Competencies into Curricula and Training Activities" (T. Heinze); "Development and Utilization of Audio-Visual Materials" (S. Brown); "PAS--A Strategy for Monitoring Project Progress" (L. Williams); "Changes in Relationships Among University Programs" (J. Seaton); "Evaluating TAHE/PRODD as Planned Institutional Change: Reflections and Prospects" (D. Seibold). Appendices provide generic guidelines for providers of services to persons with disabilities, a listing of competencies for professionals working with children having handicapping conditions, and a listing of materials and publications avilable through project centers. (DB)

ED 276 837 CE 045 896

Schlenker, Richard M.
Planning Training Sessions That Start, Go and End Somewhere.
PUB DATE- Oct 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Curriculum Development; *Lesson Plans; *Military Training; *Program Development; Student Evaluation

Well-developed lesson plans form the basis of successful training sessions. Each lesson plan has two parts: a cover sheet and a lesson outline. Cover sheets include a variety of information used when an instructor drafts a lesson outline and prepares to conduct a training session. Sections are: course, unit, and lesson titles; presentation time; presentation methods; terminal performance, enabling, and general objectives; evaluation; references; materials required; and safety precautions. Lesson plans, the instructor's guide and crutch, have three subdivisions: introduction (title, objectives, evaluation, presentation overview, value of the presentation), presentation (outline of lesson), and summary. (A sample lesson plan is attached.) (YLB)

ED 276 851 CE 045 932

Leske, Gary W.; Persico, John, Jr.
Handbook for a Cooperative Vocational Education Information System.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
PUB DATE- Oct 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Software; *Cooperative Education; *Databases; Data Collection; *Information Dissemination; Information Sources; *Information Systems; *Instructor Coordinators; Models; Program Descriptions; Program Evaluation; Questionnaires; Records (Forms); Secondary Education; Statistics; *Vocational Education; Worksheets

This handbook outlines an instructor-coordinator information system that is intended to assist cooperative vocational education (CVE) instructors in providing information on the outcomes of their local programs and examining other CVE programs in order to identify ways of strengthening local programs. The program information model involves four major steps: selection of key program outcomes, data collection, analysis of key program outcomes, and information dissemination. Each of these steps is described, and accompanying lists of suggested procedures for accomplishing each step, worksheets, and questionnaires are provided. Also supplied is a timeframe chart that specifies the forms needed, the person responsible for completing the forms, and the major objectives of each of the forms needed at each step of developing and using the information system. Twenty-nine outcome forms, which are designed for use in summarizing information from the questionnaires used in the data collection step and transferring it into the system, are appended. Descriptions and addresses of the publishers of 11 software packages that can be used with the information system are also appended. (MN)

ED 276 865 CE 045 970

Wright, Michael D.
Relationships among Esteem, Autonomy, Job Satisfaction, and the Intention to Quit Teaching of Experienced Industrial Education Teachers.
PUB DATE- Dec 86
NOTE- 12p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Faculty Mobility; High Schools; *Job Satisfaction; Personal Autonomy; *Professional Autonomy; *Professional Recognition; Self Esteem; State Surveys; *Teacher Attitudes; *Trade and Industrial Teachers
IDENTIFIERS- *Indiana

A study examined the relation between the esteem, autonomy, job satisfaction, demographic characteristics, and expressed desire of industrial education teachers to leave the teaching profession. The study population consisted of 45 full-time industrial education teachers who taught in small, medium, and large departments (15 teachers from each category) in public comprehensive high schools located in downstate Illinois outside Chicago and its suburbs. Telephone interviews were used to gather data on the aforementioned variables, and the teachers' responses were recorded by using a six-point Likert-type scale. More than half of the teachers either did not intend to continue teaching or were unsure if they would continue teaching for the next five years. Low correlations were found between the decision to quit teaching and each of two measures: (1) mean satisfaction; and (2) satisfaction with salary and benefits. There was essentially no correlation between the intention to quit teaching and either mean actual esteem or mean actual autonomy, although the intention to quit teaching had a moderate negative correlation with principal recognition. There was essentially no correlation between the stated intention to quit teaching and any of the demographic characteristics examined. A multiple regression approach to predict general satisfaction identified principal recognition, satisfaction with teaching assignment, years in current assignment, and age, respectively, as accounting for 39 percent of the variance in general satisfaction. (MN)

ED 276 893 CE 046 018

Clapp, Patricia

The Role of University Continuing Educators in Providing Career Development Education to Adult Students.

PUB DATE- May 86

NOTE- 16p.; Paper presented at the Annual Conference of the Pacific Association for Continuing Education (Vancouver, British Columbia, May 15-17, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Adult Educators; Adult Programs; *Career Development; *College Role; *Continuing Education; *Educational Needs; Futures (of Society); Lifelong Learning; Postsecondary Education; Program Development; *Staff Development; Teacher Role

Over the past two decades, a growing interest in career development has integrated findings from the fields of management theory, organizational development, adult learning, and developmental psychology to form a new framework for personnel development. This depends to a large extent upon viewing individuals as capable of tremendous growth and personal flexibility through continuous learning and challenge. The literature of staff development springs from the same theoretical bases and addresses the need for individuals and work groups to bring about renewal and enhanced effectiveness within the educational system. Many similarities of theory and practice occur in the fields of staff development and career development, suggesting that the terms are one, with applications in different arenas. University continuing educators should see the direct connection in the societal trend toward lifelong learning and increasing needs for career flexibility. Knowing how to accept personal responsibility in this dynamic environment is fast becoming a necessity, since job change every three and one-half years is the North American average. If university continuing educators accept a responsibility to equip adult students with basic life planning skills, there will be many other opportunities for new and innovative career programming for employees, practitioners, and managers in the field of career development. (KC)

Health Maintenance Organizations and the Elderly: Promises, Problems and Prospects. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session (Boynton Beach and Margate, FL). Part II.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-577
PUB DATE- 1 Apr 86
NOTE- 187p.; For Part I, see ED 261 291.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Government; Health Services; Hearings; *Medical Care Evaluation; *Medical Services; *Older Adults; *Participant Satisfaction; *State Government

IDENTIFIERS- Congress 99th; Florida; *Health Maintenance Organizations

This document contains witness testimonies and prepared statements from the Congressional hearing to examine the efficiency of health maintenance organizations (HMOs) in providing medical care to the elderly. Opening statements are given by Congressmen Mica and Boucher. The hearing is organized into a morning and afternoon session with each session hearing from four panels of witnesses. In the morning session, Panel One, Federal and State Officials, consists of George Holland, Health Care Financing Administration; Clyde Galloway, Florida Insurance Commissioner; and Alice Skaggs, Palm Beach County Office of Consumer Affairs. Holland and Galloway testify again in the afternoon. Panel Two, HMO representatives, consists of Jay Sanders, International Medical Centers and Robert Wilson, Palm Beach Regional Office of Av-Med Health Plan. Sanders and Wilson also testify in the afernoon session along with Richard Portnoy of Preferred Risk Systems. The third panel, Consumers, consists of Rita Kolsin, Eileen Rundle, and Kathleen Moyer in the morning session and Myer Dworkin and Mr. and Mrs. Irving Bleiweiss in the afternoon session. The final panel of witnesses includes members of the medical profession. Lee A. Fischer and Milton Tignor, Palm Beach County Medical Society; and Rodney Dorsette, Doctors Hospital, Lake Worth, Florida, testify in the morning. Victoria Alegre, office manager for a private physician; James Rogers, Northwest Regional Hospital in Margate, Florida; and William G. Stafford, Broward County Medical Association testify in the afternoon. Materials submitted for the record are included throughout the text. (NB)

ED 277 053 CS 505 421

Burns, Gary
Prerequisites, Objectives, Assignments, and Grading in Broadcast Internship Courses.
PUB DATE- 5 Apr 79
NOTE- 22p.; Preliminary version of this paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, MO, April 5, 1979).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Course Objectives; Degree Requirements; *Grading; Higher Education; *Internship Programs; *Prerequisites; Reading Assignments; *Speech Communication; Speech Curriculum; Student Evaluation; Theory Practice Relationship
IDENTIFIERS- University of Missouri Saint Louis

A broadcast internship program at the University of Missouri at St. Louis has established prerequisites such as a declared major in speech, a resume, and a transcript of all previous college work. For the course, students must write their own learning objectives before the internship begins and a projected calendar of their working hours. They must work 225 hours at the station and keep a diary listing actual hours worked and duties performed. At the end of the internship, students must write a 3-5 page evaluation of the semester, turn in samples of creative work, submit a supervisor's evaluation of themselves, take a test over the required reading for the course, and submit photocopied proof that they obtained an FCC Third Class license with Broadcast Endorsement. Evaluation and grading of the students is best done by accumulating as much written evidence as possible such as the diary and a synthesizing paper reviewing the relationship between theory and practice in broadcasting. An internship course needs constant evaluation and refinement. At its best, the internship can be a three-way symbiosis of student, station, and college. (A list of recommended required readings for the internship program is included.) (SRT)

ED 277 068 CS 505 448

Boaz, John K., Ed.; Brey, James R., Ed.
Championship Debates and Speeches 1986. Vol. 1.
American Forensic Association.; Speech Communication Association, Annandale, Va.
PUB DATE- 86
NOTE- 180p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Debate; *Judges; Performance; *Persuasive Discourse; Rhetorical Criticism; Rhetorical Invention; Speech Communication
IDENTIFIERS- *Debate Tournaments; National CEDA Tournament; National Debate Tournament; National Individual Events Tournament

Including speech transcripts and judges' critiques, this book presents the results of the 1986 (1) National Debate Tournament Final Debate, sponsored by the American Forensic Association, including the affirmative and negative presentations; (2) National CEDA Tournament Final Debate, sponsored by the Cross-Examination Debate Association, including the affirmative and negative presentations; (3) National Individual Events Tournament, sponsored by the American Forensic Association, including speeches by final round winners in after-dinner speaking, communication analysis, extemporaneous speaking, impromptu speaking, informative speaking, and persuasive speaking; and (4) National Championship Tournament in Individual Speaking Events, sponsored by the National Forensic Association, including speeches by final round winners in after-dinner speaking, expository speaking, extemporaneous speaking, impromptu speaking, persuasive speaking, and rhetorical criticism. (JD)

ED 277 083 EA 018 272

Daniel, George H.
Legalism as an Obstacle to School Quality.
PUB DATE- 11 Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Problems; Bureaucracy; Civil Liberties; *Compliance (Legal); *Court Litigation; *Educational Administration; *Educational Quality; Elementary Secondary Education; *Legal Problems; Legal Responsibility; *School Law

One of the most serious impediments to the development of high quality education in the United States is excessive legalism. This legalism takes two forms: administrative legalism is the trend toward ritualistic conformity to increasingly detailed, bureaucratic rules and regulations; judicial legalism is the tendency to cast all social issues and disputes into a due process or litigious framework. The numbers of lawyers and court cases in the United States have increased dramatically in recent years. The effects of litigation and the threat of litigation upon school administrators have been to reduce administrators' authority over final decisions and to encourage administrators to adopt the policies and take the actions that are least likely to be challenged in court. Nonassertive administration is thus rewarded, bold initiatives for excellence are discouraged, and individual rights are given precedence over the general social good. School officials tend to respond to the risk of being sued in five ways: through inaction, delay, formalism, changing the character of decisions made, or reversing decisions under legal duress. The threat to effective educational leadership is significant enough to merit serious attention and research. (PGD)

ED 276 823 CE 045 830

McGrann, James M.; And Others
Farm Management Extension Programs and the Use of Microcomputers on Farms. Faculty Paper Series 85-3.
Texas A and M Univ., College Station. Dept. of Agricultural Economics.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Meetings of the Organisation for Economic Cooperation and Development (Paris, France, November 5-8, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Role; Agricultural Education; *Computer Oriented Programs; Educational Needs; *Extension Education; Farmers; *Farm Management; *Microcomputers; Postsecondary Education; Program Implementation; Technological Advancement
IDENTIFIERS- *Cooperative Extension Service

The Cooperative Extension Service faces the challenge of helping United States farmers and ranchers use microcomputers in managing their farms. Farm management extension education programs are delivered to farmers and ranchers through such activities as (1) local meetings and workshops organized by county agents and producer advisory groups, (2) regional meetings, (3) published information in the farm press or from the extension communication divisions, (4) radio and television, and (5) limited use of computer networks. A majority of the agricultural clientele for on-farm microcomputers have looked to the Cooperative Extension Service for guidance on software and hardware purchasing. Extension services provide this information through large regional meetings, smaller in-depth courses, and the development and distribution of software, particularly decision aid software or software to address specific problems. Part-time consultants in finance, computing, and other fields are used to help farmers gain more farm management skills using microcomputers. The future role of on-farm microcomputer extension programs will focus on user education and the use of electronic technology to access relevant information more effectively. The farm management extension specialist will play a major role in defining needs, designing systems, and providing educational support. Extension programs will focus on describing decision processes and information needs and communicating these to researchers and software developers. (KC)

ED 276 921 CG 019 538

Smith, Bert Kruger
Widening the Generational Circle: Family Caregivers.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Aging (Individuals); *Coping; *Decision Making; *Family Problems; Nursing Homes; Older Adults; *Parent Child Relationship; *Stress Variables; Well Being
IDENTIFIERS- *Adult Children; *Caregivers; Family Responsibility

This document addresses the dilemma faced by families with an aging or disabled member and the stress associated with the role of family caregiver. Emotions experienced by family caregivers, especially when the caregiver is an adult child caring for an elderly or frail parent, are discussed and feelings of desertion, dependence, and sibling rivalry are considered. The trauma of placing a relative in a nursing home is discussed and the difficulties involved in properly timing the adult child's responsibility to make decisions for a parent, and in making wise decisions, are examined. Possible guidelines are offered to help caregivers cope with the stresses associated with the caregiver role. Suggestions are given for where families can turn for help or advice in handling their role as caregiver. (NB)

ED 276 952 CG 019 569

Drug Education Curriculum, Junior High. Health Education: Substance Abuse Prevention. Revised 1982.

New York State Education Dept., Albany. Bureau of Health and Drug Education and Services.

PUB DATE- 86
NOTE- 175p.; For 1981 edition, see ED 214 096; for senior high edition, see CG 019 570.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; Drug Abuse; *Drug Education; *Humanistic Education; Junior High Schools; *Junior High School Students; Teaching Guides

This junior high school level curriculum guide on drug education is a revision of a 1981 guide. It is one of nine sequential guides for elementary and secondary teachers and administrators designed to prevent drug misuse and abuse through combined cognitive and affective development. The affective model upon which this curriculum is based has three components: development of self-image and positive self-concept, development of communication skills, and the development of coping skills. The introductory section provides necessary background information for successful program implementation: philosophy and design of the curriculum, teacher methods, topical outline of the kindergarten through grade 12 curriculum, and developmental traits. The instructional units include a preliminary materials list and three to four concepts, each with two or more objectives, and one or more activities per objective. Accompanying worksheets and illustrations are also included. Topics for junior high focus on maintaining the homeostasis of the body, drugs and society, motivations for drug use, and communication skills. Appendices referred to in the curriculum are available separately from the New York State Education Department. (ABL)

ED 276 966 CG 019 583

Bentley, Deborah L.
Social Support during a Transition: Longitudinal Analysis of Gender Differences.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (32nd, Fort Worth, TX, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Higher Education; Interpersonal Competence; *On Campus Students; Relocation; Sex Differences; *Social Networks; *Social Support Groups; *Student Adjustment
IDENTIFIERS- Homesickness

Social support systems often relate to a person's ability to cope with stressful events. When the stressful event involves relocation, however, the benefits of social support may not extend beyond the relocation. A study was conducted to examine how a move to college affects social support and homesickness. College freshmen (N=70) who were from out of state, lived on campus, and had few friends or relatives living near their college completed social support and homesickness questionnaires at four times: (1) in summer prior to leaving home for college; (2) in September of their freshman year; (3) in November of their freshman year; and (4) in March of their freshman year. Categories of social support examined were general socializing, direct aid, general advice, pleasant intimate interaction, and troubling intimate interaction. The results revealed that students with high summer support satisfaction maintained higher support satisfaction at college, but experienced no greater homesickness than did students with low summer support satisfaction. Regardless of level of summer support satisfaction, homesickness increased then decreased. Males and females reported different levels of support satisfaction and different patterns of change across time. Females tended to report greater support satisfaction across all categories of support than did males. (NB)

ED 276 995 CS 209 853

McBride, Genevieve G.
From the Pedestal to PR: Women Reformers and Public Relations, 1910-1920.
PUB DATE- Aug 86
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Activism; *Females; *Feminism; Fund Raising; Journalism; Legislators; Lobbying; Majority Attitudes; Mass Media; Newspapers; Nonprofit Organizations; Political Issues; Political Power; Press Opinion; Publicity; Public Opinion; *Public Relations; Public Support; Sex Role; Social Attitudes; Social Support Groups; United States History; Voting; *Voting Rights; *Womens Studies
IDENTIFIERS- League of Women Voters; Reform Efforts; Wisconsin; *Womens Organizations; *Womens Suffrage

Analysis of the Wisconsin woman suffrage campaign of 1910-1920 suggests that public relations belonged not only to political or business practices, but was equally a process by which the masses achieved their own best interests in nineteenth and early twentieth century social reform movements. Woman suffragists were led by women, and the public relations field, by neglecting the contribution of unpaid advocates who worked for what they believed in, denies all practitioners an ethical past. Women reformers learned the methods of public opinion campaigns in earlier reform movements long dominated by men. Historical emphasis on the profession's origin in politics and business also denies a usable past to practitioners in the nonprofit sector still reliant on voluntary support. Suffragists, for example, inherited some of their practices and much of their popular support from the abolition and temperance campaigns. Theodora Winton Youmans, a pioneering woman journalist who wrote for the "Waukesha Freeman" from 1911 to 1920, led the suffrage campaign which in seven years achieved a turnaround in public opinion. As early as 1911 and 1912, under her leadership, Wisconsin Women engaged in activities later recognized as components of modern public relations: opinion research, publicity, lobbying, fund raising, and membership drives. It is important to remember that public relations had its "mothers" as well as its "fathers." Fifty-eight footnotes are appended. (NKA)

ED 277 009 CS 210 199

Meese, George P. E.
Professional Roles: Inventing Writers for Imagined Readers.
PUB DATE- 17 Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Characterization; English for Science and Technology; Higher Education; Imagination; Job Skills; Job Training; *Peer Evaluation; *Rhetorical Invention; *Role Playing; *Technical Writing; *Writing Instruction
IDENTIFIERS- *Audience Awareness

Careful audience analysis should be a major focus of the rhetorical side of technical writing courses for university undergraduates. Student writers need to be taught to appreciate their readers' problems, interests, and motives. Most often, audience analysis is accomplished imaginatively--authors create mental images of their readers. Students can learn this by writing a short paper for an expert audience (defined by the student) about some problem, development, or new knowledge in their major field. Students are grouped by discipline and asked to imagine themselves as the intended readers while they respond to early drafts of these specialist papers. The result of these audience role playing sessions is that the authors get a sense of what a knowledgeable professional or expert audience can be expected to know, and what level of discourse is appropriate. They also learn how to demonstrate their competence to both fellow experts and their superiors through an executive review, for which authors present the essential findings of the specialist paper in a three-minute extemporaneous speech followed by five minutes of questions. Through these activities, many students learn about professional responsibility and realize how documents can function as more than vehicles for the exchange of information. (SRT)

ED 277 023   CS 210 223

Voorhees, Roxy
"Word Power" (Vocabulary Development).
South Dakota State Div. of Elementary and Secondary Education, Pierre.
PUB DATE- 82
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Educational Games; Elementary Education; *Language Enrichment; *Student Participation; *Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Word Games

Containing numerous vocabulary-building activities and exercises, this guidebook is designed to help elementary students learn to manipulate language as they gain concrete experiences with words, increase their "word power," and have fun. The activities described involve dictionary games, synonyms, "saidonyms" (alternatives for the overused word "said"), connotations, worldwide words, occupations, slang, graffiti, male/female words, homes, groups, young and old, mothers, famous pairs, word triplets, word quadruplets, similes, proverbs, alliteration (when several words begin with the same sound), picture words, anagrams, cliches, rhyming words, and rebus (an enigmatic representation of a name, word, or phrase by pictures, letters, or numbers). An answer key is provided. In addition, 30 vocabulary-building exercises are included, such as (1) unscrambling jumbled words, for example changing "l a i c l" into "lilac"; (2) identifying possessions by filling in questions such as "Haley's" with the word "comet"; and (3) creating strings of words by having the first letter of each word start with the last letter in the previous word, for example "table envelope elephant." (JD)

ED 277 038 CS 210 251

DeFiore, Roberta M.; Kramer, Thomas J.
Assessing Professional Openness to a Novel Publication Approach.
PUB DATE- 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Peer Evaluation; *Periodicals; *Psychology; Publishing Industry; *Research Reports; *Scholarly Journals; Scientific Attitudes; Social Science Research; Surveys; *Writing for Publication
IDENTIFIERS- *Professional Openness

In response to criticism of the peer review publication process, a study surveyed a random sample of 600 members of the American Psychological Association (APA) to determine (1) whether professional openness exists regarding the publication of a journal highlighting studies that, due to a difficulty in the experimental procedure, would usually be rejected for publication even though they have important contributions to make; and (2) whether psychology as a profession feels that such a journal would be of value. Responses from 128 members indicated that respondents were cautious concerning a willingness to subscribe to the proposed journal and were not significantly willing to submit research to it; however, they were far more open about their willingness to read the journal. Respondents who said they would submit to, subscribe to, and/or read the proposed journal gave higher ratings than those classified as nonsubmitters, nonsubscribers, and nonreadesrs to the following four journal functions (out of the seven addressed in the survey); partial contributions, inconsistent rejection reasons, "serendipity", and education. Subscribers gave lower ratings than nonsubscribers to the "warning" and "solution" functions. Readers rated these functions and the seventh function, "humor," higher than did nonreaders. Willingness to subscribe to the journal was found to be the most stringent criterion. Results supported the conjecture that numerous APA members feel that they are being prevented from getting research studies published, generally support the notion that a need exists for a novel approach to publishing within the profession, and appreciate the role that serendipity, or chance, has to play in the advancement of scientific information. References and tables are appended. (JD)

ED 277 123 EA 019 038

Lindsey, Betty
PRIDE: Principals, Resources, Information and Direction for Excellence in Special Education.

PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Disabilities; Elementary Secondary Education; Experiential Learning; Inservice Education; *Management Development; On the Job Training; *Principals; School Administration; *Special Education
IDENTIFIERS- Isolation (Professional); *Kentucky; *PRIDE Project

Effective schools research indicates that principals heavily influence student achievement and school improvement. Although principals are responsible for administering special education programs and ensuring appropriate evaluation and placement of handicapped students, their university preparation and professional training have been minimal and fragmentary. Kentucky has developed and implemented a 13-day training program for principals called PRIDE (Principals, Resources, Information, and Direction for Excellence in Special Education). This program, consisting of four institutes spaced throughout the school year, is based on adult learning theory and an experiential learning model. PRIDE's first goal is to overcome professional isolation by offering principals peer support and a statewide communication system. The second goal, training principals in leadership skills for serving handicapped students, aims at on-the-job change. Objectives target attitudes and competencies needed to administer special education programs. Also, these new skills may be used to improve the total school program. Third-party quantitative and qualitative evaluations indicate desired changes in principals' attitudes and behavior (Author/MLH)

ED 277 151 EA 019 076

Physical Plant Assets and Indebtedness on Physical Plants in Institutions of Higher Education: Fiscal Years 1982-84.
Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- OERI-CS-86-327b
PUB DATE- Dec 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Capital; *Educational Finance; Educational Trends; *Facilities; Higher Education; Statistical Surveys
IDENTIFIERS- *Debt (Financial); *Financial Assets

This report provides and analyzes financial statistics on physical plant assets (land, buildings, and equipment) and institutional indebtedness on physical plants in institutions of higher education for fiscal years 1982, 1983, and 1984. The data come from the "Financial Statistics of Institutions of Higher Education" survey conducted annually by the Center for Education Statistics. Over 3,200 2- and 4-year institutions from all 50 states completed the survey each year, a response rate of over 85 percent. Analysis of the data revealed that physical plant assets increased approximately 14 percent over the survey period, and that public and private institutions and 2- and 4-year institutions all grew at approximately the same rates. Indebtedness on physical plant assets increased 18 percent over the period; public institutions' indebtedness increased 12 percent whereas that of private institutions rose 26 percent; and 4-year institutions' debts rose almost 63 percent whereas the indebtedness of 2-year institutions declined by 4 percent. The report also describes the survey methodology and the effects of inflation. An appendix supplies three tables displaying the data on which the interpretations are based. (PGD)

ED 277 165 EC 191 363

Rapp, Doris J.
The Impossible Child in School--at Home: A Guide for Caring Teachers and Parents.
Practical Allergy Research Foundation, Buffalo, NY.
REPORT NO.- ISBN-0-9616318-0-5
PUB DATE- 86

NOTE- 146p.
AVAILABLE FROM- Practical Allergy Research Foundation, P.O. Box 60, Buffalo, NY 14223-0060 ($8.95 plus handling charge of $1.50 for single book, $0.85 each additional book; New York residents add 8% sales tax).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Allergy; *Behavior Patterns; *Behavior Problems; Elementary Secondary Education; *Etiology; *Handicap Identification; *Learning Disabilities; Nutrition; Parent Role; Student Characteristics; Teacher Role
IDENTIFIERS- *Symptoms

Intended for teachers and parents, the book offers guidelines for recognizing and dealing with allergies as causes of learning and behavior problems. Each chapter identifies relevant references in the bibliography. In the first chapter such signs of behavioral reactions as facial or body clues, changes in school performance, and changes in writing or drawing are described. Chapters 2 and 3 briefly review causes of symptoms originating inside a school (e.g., the odor of cleaning fluids) and causes of symptoms originating outside school (e.g., pollen seasons, temporal factors). Chapter 4 discusses symptoms related to foods and ways to detect food sensitivities such as the single food elimination diet and the rotary diet. Recognition of chemical sensitivities and their behavioral symptoms are considered in chapter 5. The sixth chapter looks at the relation of physical or emotional stress to the inability to learn. The teacher's role, once cause and effect relationships have been established, is examined in chapter 7, and two case studies of learning disabled children are presented to illustrate how a child's school performance can improve when teachers relate their observations to parents. The final chapter summarizes information on the role of allergy in relation to activity and behavior problems, noting differences of opinion regarding allergy care. Six appendices include suggestions for inservice school conferences and parent-teacher conferences, source references, a pollen calendar, and a 108-item bibliography. (DB)

ED 277 179 EC 191 384

Understanding Sexuality: Unit 3. Parent Education Workbook for Mainstreamed Students. Part I: Relationships. Contemporary Parenting Choices. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-2502-4
PUB DATE- 85
NOTE- 60p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Decision Making; High Schools; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; Parenthood Education; Peer Influence; Physiology; Sexual Identity; *Sexuality; Venereal Diseases; Workbooks

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the third in the Relationships part of the workbook, focuses on understanding sexuality with individual lessons on what sexuality is, and includes how both males and females become sexually mature, sexual behavior choices, the influence of peers on teenage sexual behavior, responsibilities of a mature sexual relationship, birth control, and sexually transmitted diseases and infections (syphilis, gonorrhea, and herpes). Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

ED 276 808 CE 045 804

Creighton, John P.
"Fee Contracting": Marketing Adult Education Program Offerings on a Cost-Recovery Basis. Cost-Recovery Basis.
PUB DATE- Oct 86
NOTE- 7p.; Paper presented at the National Adult Education Conference (Hollywood, FL, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Programs; *Business; *Contracts; Corporate Education; Delivery Systems; Employment Programs; Federal Programs; Industry; Inplant Programs; *Marketing; Outreach Programs; Program Development; Program Implementation; *Public Agencies; School Business Relationship; School Community Relationship; Staff Development

This workshop presents a Maryland model of delivering public adult education services to business, industry, and public agencies on a cost-recovery basis. A rationale is discussed for the role of public adult education in provision of services on this basis. Ten ways to get started without a marketing specialist are listed. Good leads to prospective clients for these services are also recommended. Suggestions follow for promoting, marketing, developing, and implementing services. A review of administrative issues includes a listing of characteristics required by the program administrator. Advantages to the adult education program are cited. (YLB)

ED 276 838 CE 045 899

Usova, George M.; Casteen, Dennis
Questions in Instructional Materials.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Boat Operators; Instructional Materials; Marine Technicians; *Maritime Education; *Material Development; Postsecondary Education; *Questioning Techniques; Seafarers; Secondary Education; Teaching Guides; Teaching Methods; *Videotape Recordings; *Vocational Education

This guide for the instructional development team provides an understanding of the educational value of using questions in instructional training materials. It also shows examples and illustrations for incorporating questions into instructional materials (print and video) produced by the Shipyard Training Modernization Program. Background information on using questions is provided. Information on question types follows. A chart depicts the interrelationship between type of question and level of mental processing required of the trainee. Bloom's taxonomy as adapted for questions is described. Examples of how questions can be inserted effectively within instructor guides are provided. They serve as a guide to the curriculum developer in developing a conceptual framework for integrating questions into instructor guides. The use of questions in instructional videotape is then addressed. Three script models illustrate several methods of script application for incorporating questions into instructional videotape. They serve as models to the script writer in developing a conceptual framework for integrating questions into the script. Examples of questions in video scripts are provided. Appendixes include a review of the research on placement of questions and a bibliography. (YLB)

ED 276 879 CE 046 000

Love, Cathleen T., Ed.; Weis, Susan F., Ed.
Communicating the Contributions of Home Economics Education.
Home Economics Education Association, Washington, D.C.
PUB DATE- 85
NOTE- 48p.
AVAILABLE FROM- Home Economics Education Association, 1201 Sixteenth Street, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Advisory Committees; Career Development; Economic Change; *Educational Benefits; Educational Needs; Energy Conservation; Entrepreneurship; Females; *Home Economics; *Home Economics Education; *Information Dissemination; Information Networks; *Marketing; Needs Assessment; Nutrition; *Occupational Home Economics; Postsecondary Education; Pregnancy; Public Relations; Secondary Education; Technological Advancement; Unemployment

This collection contains papers dealing with contemporary issues in and techniques for justifying and promoting home economics education. The following papers by Susan F. Weiss are included: "The Trend of Power Decentralization," "Entrepreneurship," and "Working Successfully with an Advisory Committee." Catherine T. Love wrote the following papers for the collection: "The Need for Effective Communication," "The Quality of Education," "The Impact of Unemployment on Home and Family Life," "Energy Conservation," "Changes in Family Form," "Female Career Development," "Public Relations," and "Trade-Offs and Pay-Offs." The following papers are also included: "The Impact of Increased Fitness Concerns on Nutrition in the Family," by Katherine Smalley; "Teenage Pregnancy," by Eileen McDaniel; "Economic Literacy" and "Impact of Advanced Technology on the Home and Daily Life," both by Ellen Carlos; "Needs Assessment," by Jan Tucker; and "Networking for a Comprehensive Program," by Dorothy E. Pomraning. Figures and reference lists are included, as well as five sample questionnaires regarding needs assessment. (MN)

ED 276 937 CG 019 554

Lombardo, Michael M.
Values in Action: The Meaning of Executive Vignettes. Technical Report 28.
Center for Creative Leadership, Greensboro, N.C.

REPORT NO.- ISBN-0-912879-26-2
PUB DATE- Nov 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrators; Employer Employee Relationship; *Organizational Climate; *Personal Narratives; Personnel Policy; *Values

This technical report contains executive vignettes collected durin a research project involving 400 executives in 8 organizations. It analyzes individual stories and categorizes them into four broad themes: (1) how things work politically in an organization; (2) how people are treated; (3) how one gets ahead; and (4) the proper role of an executive in an organization. Under each tvpe of story, prominent themes that emerged are discussed, illustrative vignettes and reported learning are represented, and the overall lessons of each category are summarized. It is noted that these vignettes depict important values issues for managers and executives and, when taken collectively, they reflect the unwritten values stances of organizations. The report concludes by comparing the cultures of several companies as revealed by the vignettes. Attention is given to the role of industry, competitive strategies, and corporate history in shaping values. The report contains three appendices which deal with the study of developmental events, the characteristics of values events, and approaches to the study of corporate culture. References are included. (NB)

Allen, Charlie Joe
Data Sources for Administrators Attempting Local Reforms: A Preliminary Study of the Power Structure of a Selected Community in East Tennessee.
PUB DATE- Nov 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 9-11, 1986). Tables contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Control; *Community Leaders; Community Study; Decision Making; Educational Change; Elementary Secondary Education; Interviews; Leadership Styles; Network Analysis; *Power Structure; Research Methodology; Research Needs; *Research Utilization; Role Theory; School Community Relationship; School Districts; *Social Theories
IDENTIFIERS- *Tennessee

Using techniques of the reputational method to study community power structure, this report identifies components of power structure in a Tennessee school district, demonstrates that proven methodologies can facilitate educational leaders' reform efforts, and serves as a pilot study for further investigation. Researchers investigated the district in terms of 13 interest sectors, including business, education, women's groups, and minority groups. Thirty interviewees were chosen from the sectors by leadership position. Interviewees identified district issues, organizations influencing issues, and individuals influencing resolution of issues. Interview questions and tables of results appear in four appendices of this report. Researchers conducted a second round of interviews with 13 respondents, data from which are appended in six tables. Interviewees identified leaders, who were ranked according to degree of perceived social power. Two of the top five issues identified concerned education. Conclusions are: (1) Official position and power are closely related; (2) power of established, wealthy families is not apparent; (3) new leaders are emerging from new businesses; (4) media control provides for a power base; and (5) minority groups lack local power. Additional interviews can yield a more comprehensive description of community power structure; research in progress enhances this report's reputational methodology with techniques from network theory. (CJH)

ED 277 110 EA 019 021

Blumberg, Arthur
The Language of Supervision: Perspectives over Time.
PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Educational History; Educational Trends; Elementary Secondary Education; Language Usage; Superintendents; *Teacher Administrator Relationship; *Teacher Supervision

This paper quotes liberally from writings on teacher supervision as it traces the history of attitudes toward the relationship between teachers and their supervisors from the middle 1800's to the present. The paper begins with the "Annual Report of the Superintendent of Common Schools of the State of New York" (1845), which reveals the simpler nature of the superintendency of its era while exhibiting the period's strong sense of mission and dedication to the improvement of education and teaching practice, all expressed in terms surprisingly similar to those used today. Other works by supervisors from the 1800's and early 1900's provide insight into the expanding role of the supervisor and simultaneously give further evidence that although the basic problems of supervision have remained the same over the years, the language used to address those problems and the emphasis placed on the problems have mirrored larger social trends. The rise of teacher militancy and the scientific management movement in the 20th century eliminated some of the complacency in the field, but despite the generation of new and varied technical terms for discussing the basic concepts used in supervision, the concepts have remained essentially the same. A four-page bibliography concludes the paper. (PGD)

ED 277 137 EA 019 055

McCary, C. E., III
Organized Parents as Allies in School Improvement. Draft.
PUB DATE- Nov 86
NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Agents; Change Strategies; *Educational Improvement; Elementary Education; Institutional Characteristics; *Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; Teacher Attitudes
IDENTIFIERS- Parent Teacher Association; School Culture

The results of a case study in an elementary school indicate that parents can effectively support school improvement efforts even in schools with characteristics identified in previous research as inimical to change. Administrators, teachers, and parents were interviewed about the impact of a five-part plan developed by the school's parent teacher association. The plan called for (1) awarding grants to teachers for trying new practices, (2) holding a schoolwide student awards program, (3) supporting increased use of computers in instruction, (4) continuing a publicly recognized exploratory program suggested by the principal, and (5) sponsoring social functions at which teachers could be recognized. From the literature, researchers developed a list of change variables whose impact on the PTA-initiated change process could be assessed through interviews. These variables included school culture, power and control, the clarity of the proposed changes, teacher participation, the degree of collaborative planning involved, the presence of support activities and training, the change's impact on teacher efficacy, the school's team spirit, and instructional leadership. This report reviews the literature, cites the critical incidents in the change process, assesses the impact of each variable, and summarizes the factors responsible for the effectiveness of the PTA effort. (PGD)

ED 276 852 CE 045 934

McClelland, Jerry; Saeed, Fouzia
Adult Education and Vocational Education: Implications for Research on Distance Delivery.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- Mar 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Delivery Systems; *Distance Education; Educational Research; Needs Assessment; Postsecondary Education; *Research Needs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Minnesota

The literature on adult, vocational, and distance education was reviewed to identify areas needing research in order to guide decisions on the use of distance delivery in adult vocational education in Minnesota. Literature on participation in and barriers to participation in adult education was reviewed as was literature on the clientele served by adult vocational education, changes in the workplace that have impinged on vocational education, and the currency of vocational education. The review of literature on distance education focused on works dealing with the following topics: factors affecting learning, effects of distance delivery on teaching and teachers, conditions encouraging the use of distance delivery, barriers to the use of technology, and effectiveness of distance delivery. The following were determined to be areas in which further research is needed: effect of interaction of learning tasks, learners, and modes of distance delivery on learning outcomes; teaching behaviors that enhance student learning in a distance delivery context; barriers to adults' participation in vocational education that might be overcome by the use of distance delivery; conditions and outcomes that justify the cost of distance delivery; and characteristics of technologies used in education. A three-page reference list concludes the document. (MN)

ED 276 866 CE 045 974

Wamble, Jack D.
The Extent to Which Electronic Technology Education Is Meeting Employment Needs of Industry.
PUB DATE- Dec 86
NOTE- 23p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Electronics Industry; *Electroni Technicians; *Employer Attitudes; Job Skills; Job Training; *Labor Needs; Postsecondary Education; Program Effectiveness; Relevance (Education); *Teacher Attitudes; *Technical Education

A study compared the perceptions of electronic technology educatio teachers and employers in the electronics industry regarding the competencies graduates need for employment in the industry. The study population consisted of 27 state institutions with electronics technology programs in Arkansas, Missouri, Kansas, Oklahoma, Illinois, Kentucky, and Tennessee and 60 employers that were listed as anticipating a need to hire electronics technologists and having hired graduates from one of the study schools within the past 5 years. Twenty-one institutions (78 percent) and 45 employers (75 percent) returned survey instruments containing usable information. The educators placed more emphasis on topics that lend themselves to classroom instruction and tended to place less emphasis on the operations involved in complex circuit operation than did the employers. Specifically, the teachers emphasized such terms as calculate, describe, solve, and verify, whereas employers placed most emphasis on such terms as construct, connect, and set up and test. Teachers and employers were in close agreement concerning competencies dealing with principles of direct and alternating current. Employers tended to ascribe greater importance to skills in the area of microcomputers, industrial power, and the principles of industrial electronics than did the teachers. No significant differences were found between the employer and teacher attitudes toward competencies covered in courses in advanced electronic circuits, electronic drafting, radio communication, and electronic projects. (Included in this report is an eight-page table detailing teacher and employer rankings of the 104 compentencies assessed.) (MN)

ED 276 981 CS 008 621

Smith, Carl B.; Elliot, Peggy Gordon
Reading Activities for Middle and Secondary Schools. A Handbook for Teachers. Second Edition.
REPORT NO.- ISBN-0-8077-2826-8
PUB DATE- 86
NOTE- 254p.
AVAILABLE FROM- Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Critical Reading; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Middle Schools; Preservice Teacher Education; *Reading Assignments; *Reading Instruction; *Reading Skills; Reading Writing Relationship; *Teaching Methods

Intended for all teachers in middle and secondary schools, this handbook provides samples and models to help develop activities that improve students' reading skills. A practical guide, it answers specific questions about reading and suggests activities that teachers can adapt to the specific texts and concerns of their subject area. Each section speaks to a major question about reading instruction that middle and secondary school teachers might raise and lists classroom activities that can be adapted to all levels of achievement. Specifically, sections cover (1) a solution for content teachers to make the subject matter in textbooks interesting; (2) motivating students to read by relating the reading to students' daily lives and making the act of reading a nonthreatening experience; (3) increasing flexibility and personal choices in how students use books; (4) building vocabulary in the classroom; (5) sharpening recall by teaching students how to identify a text's organization; (6) teaching students how to analyze what they have read; (7) prodding critical thinking by encouraging evaluative reading; (8) extending both the understanding and richness of students' reading experiences; (9) developing study techniques for special texts; and (10) teaching writing with reading. A chart of activities for slow learners and a checklist for teachers are appended. (JD)

ED 277 054　　CS 505 423

Owen, Gordon R.
Communication and Gerontology: A Proposed Solution to Shared Problems.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; Aging (Individuals); *Aging Education; Andragogy; *Course Content; *Course Descriptions; Course Objectives; *Educational Gerontology; Higher Education; Intergenerational Programs; Interpersonal Communication; Older Adults

A communication and aging course could potentially enhance both gerontological care providers' understanding of older persons' communication needs, and the older students' communication proficiency. Regardless of the theory of social adaption to aging that the course embraces--disengagement, activity-personality, social exchange, or fundamental interpersonal relations orientation--it should promote life satisfaction by encouraging interpersonal activity and developing communication skills. The main tenets of such a communication and aging course would be that

(1) effective communication is essential to the life satisfaction of all humans but may be more vital to the coping ability of the elderly than for any other age group; and (2) intergenerational interaction holds rich potential for everyone involved. The course would work toward a clear understanding of elderly individuals' self concept and its significance to their effective interpersonal communication. In addition, the course would develop those problem solving skills that enable the older student not only to bring past experiences to bear on society's problems, but also to cope with personal communication problems and challenges that are inevitable consequences of new settings, roles, expectations and needs. A plan for an actual course embodying these principles is described and its specific content detailed. The course is designed to meet once a week for 150 minutes, over 15 weeks, for 3 hours of college credit. (JD)

ED 277 069 CS 505 450

Charren, Peggy, Ed.; Hulsizer, Carol, Ed.
Television, Children and the Constitutional Bicentennial. A Report.
Action for Children's Television, Cambridge, MA.
PUB DATE- 86
NOTE- 106p.; Report based on a symposium "ACT on the Constitution" (Washington, DC, June 1984). Major funding for this publication provided by the Benton Foundation, the Johnson and Johnson Family of Companies, the John and Mary R. Markle Foundation, the Andrew W. Mellon Foundation, the National Endowment for the Humanities, and the Charles H. Revson Foundation.
AVAILABLE FROM- Action for Children's Television, 20 University Rd., Cambridge, MA 02138 ($10.00 plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Analysis; *Childrens Television; Citizenship Education; *Constitutional History; Elementary Education; Program Content; *Programing (Broadcast); *School Business Relationship; Teaching Methods; *United States History

IDENTIFIERS- Bicentennial

Compiled by the Action for Children's Television (ACT) committee, this report (1) distills themes from the symposium "ACT on the Constitution" that was designed to bring educators and members of the television industry together to talk about programing opportunities for the 1987 Constitutional Bicentennial, and (2) includes related information concerning the Constitution and young audiences. The first part focuses on the Constitution's place in American life, discussing why the Constitution matters, how children learn about it, and what the public knows--and does not know--about it. Focusing on the special mix of ingredients needed to make Constitutional programing attractive to young audiences, the second part discusses approaching the material, industry perspectives, and extending the life of programs. The third part, derived from material in ACT's files, provides program ideas and guidelines drawn from discussions with a number of teachers and historians on the subjects of how to teach the Constitution on TV, children and the Constitution, programs in progress, and organizations that can provide further materials on the Constitution. This part also includes a list of books and films providing sources of ideas for children's programing. A list of symposium participants is appended. (JD)

ED 277 084 EA 018 273

Lawton, Stephen B.
Funding Options: Elementary and Secondary Education. Revised.
PUB DATE- 9 Sep 85
NOTE- 24p.; Revision of a paper prepared for the Ontario Teachers' Federation (June 26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Catholic Schools; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Foreign Countries; *Organizational Change; Public Schools; *School Organization; *School Support; State Aid; *State Programs; State School District Relationship
IDENTIFIERS- *Ontario

The current condition of educational finance in Ontario and the factors influencing efforts at finance reform are examined in this report. Five key issues confronting school finance in Ontario are reviewed first: inequities caused by variations in district wealth; the failure of provincial support to keep pace with expenditures; the loss of efficiency due to the rapid rise in expenditures; the need to fund upper grades in Catholic separate schools; and the fiscal autonomy of school boards. Four options for financing education are examined next: adapting the current "mill rate equalization" grant plan to accommodate the Catholic schools; maintaining the current plan but with revised weighting of students; instituting a foundation grant plan with a variable foundation level; and adopting a resource cost model for funding on a program basis. The report then presents scenarios exploring how four different systems for organizing the schools would interact with each of the financing models in light of the key issues noted earlier. The organizational systems examined are structured with varying emphases on differences in students' language, religion, and grade level. The report concludes with a prediction about the combination of organizational structure and financing method most likely to be adopted. (PGD)

ED 277 195 EC 191 702

Pedigo, Joyce

Music Techniques with Severely/Profoundly Handicapped Students.

Very Special Arts of Indiana, Indianapolis.

PUB DATE- 86
NOTE- 56p.; The project received additional funds under the auspices of: Earlywood Education Center; Tri-County Opportunity School; Indiana Arts Commission in cooperation with "Arts in Education" program; National Endowment for the Arts; Indiana Department of Education, Division of Special Education, in cooperation with MSD Washington Township Schools; and Very Special Arts. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Attention Control; Educational Games; Elementary Secondary Education; *Interdisciplinary Approach; Lesson Plans; *Music Activities; Music Appreciation; Responses; Sequential Learning; *Severe Disabilities; *Severe Mental Retardation; *Skill Development; Student Motivation; Student Participation; Student Reaction; Teacher Behavior; Teaching Methods

This manual describes 18 music-based activities and suggested variations designed for classroom teachers (with little or no musical training) to teach profoundly disabled students more consistent and advanced levels of responding to their environment. Brief suggestions are presented for teacher behaviors, structure of turn-taking, and classroom arrangement as techniques for presentation. Four sections describe activities (often illustrated with photographs) divided into sequential levels of response: awareness (six activities); attending (four activities); imitation (four activities); and self-initiation (three activities). Each section defines the response level, goals of activities for that response level, positive student responses for the response level, teacher approaches for increasing responses, suggestions for using student behaviors to gain responses, and suggested props and materials. (CB)

ED 276 894 CE 046 019

Thomson, Ron
A Model Curriculum for Training Biotechnicians.
PUB DATE- 7 Dec 86
NOTE- 22p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 7, 1986).
AVAILABLE FROM- Center for Occupational Research and Development, 601C Lake Air Drive, Waco, TX 76710. (The model curriculum discussed in this paper--"Education for Biotechnology,"--is available for $250.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; *Educational Needs; Educational Planning; Educational Trends; *Futures (of Society); *Paraprofessional Personnel; Two Year Colleges
IDENTIFIERS- *Biotechnology

Biotechnology is the name given to a group of technologies that use organisms to make or modify various products or to provide services. Emphasis by companies in the biotechnology field has been on research; therefore, they have preferred to employ four-year college graduates or graduate-degreed persons. Now, however, emphasis is shifting from research to production, and a new type of worker may be needed. A two-year training curriculum for biotechnicians is proposed in this paper. It is made up of six quarters and emphasizes biology and chemistry courses. Internships also are suggested. If schools cannot implement a two-year curriculum, they can add courses to the existing chemistry curriculum or to other programs until local needs justify a full biotechnician program. (KC)

ED 276 908 CG 019 523

Bedford, Victoria H.

A Comparison of Thematic Apperceptions of Sibling Affiliation, Conflict, and Separation at Two Periods of Adulthood.

PUB DATE- Nov 86

NOTE- 33p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Development; Adults; Affiliation Need; *Age Differences; *Conflict; Family Relationship; *Sex Differences; *Siblings

IDENTIFIERS- *Thematic Apperception Test

The quality and stability of sibling relationships during adulthood were assessed by comparing Thematic Apperception Test (TAT) themes of sibling affiliation, conflict, and separation at the periods of active child-rearing (CP) and the empty nest (EN). Thirty men and 30 women, equally divided between the two life stages, were randomly selected within a designated neighborhood from a pool of married people with a same-sex sibling within 3 years of their age. The relationship with this sibling was targeted because it is usually a highly charged one, both positively and negatively. A projective instrument, the Sibling Thematic Apperception Test, was used to elicit underlying feelings about the relationship, because traditional methods of assessment have failed to tap the negative qualities of sibling relationships. Results showed no differences in affiliation theme frequencies for the CP and EN men and women contrary to previous findings. Separation themes, however, were more frequent for CP than for EN men and women, suggesting that the desire to separate from siblings reflects a developmental process related to bonding with the family of procreation. Although there were no sex differences within life periods, stories about sisters had more conflict themes than stories about brothers, an unusual finding which might be attributed to the use of an in-depth approach. (A seven-page list of references and three data tables are appended.) (Author)

ED 276 922 CG 019 539

Coleman, Marion Tolbert
Hard Times for Lovers: Challenges Ahead for Families.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Aging (Individuals); Coping; *Divorce; *Early Parenthood; *Family Problems; Family Structure; Females; *Stepfamily; Stress Variables

The American family seems to be in a state of constant change, with each family having its own unique set of experiences. Americans are increasingly concerned with what is happening in today's families and what may happen in the future. Four family issues merit further attention: (1) Divorce and its effects on family members; (2) the formation of step families through the process of remarriage; (3) the feminization of the elderly and the need for women to build strong supportive networks of female friends early in life and accept the possibility of later single years as another phase in the female life cycle, and (4) babies having babies. Research points to the importance of the parent-child relationship and parent-child communication in preventing unwanted pregnancies. Although families may be in for some difficult times, they also have the power to remain strong and healthy. (NB)

Faddis, Constance R.; And Others

Funding Vocational Education in a Corrections Setting. A Product of the National Corrections Education Consortium.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- Dec 86
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; Community Resources; *Correctional Education; Educational Finance; Educational Resources; Eligibility; *Financial Support; Government Role; *Grants; High School Equivalency Programs; *Philanthropic Foundations; Postsecondary Education; *Proposal Writing; State Departments of Education; Training Allowances; *Vocational Education

This guide is intended to assist corrections administrators in the task of securing funding for vocational education programs, especially through preparing and submitting applications for grants. The main text discusses: (1) the types and general sources of funding; (2) procedures for developing proposals to obtain funding; and (3) strategies for influencing the policies of funding organizations. Approximately one-third of the document consists of appendixes that provide: (1) information on funding resources, including the names of foundations and agencies, their addresses, the names and telephone numbers of contact persons, and brief synopses of the relevant types of programs they support (appendix A); (2) a sample preliminary proposal (appendix B); (3) a list of U.S. Department of Education regional offices (appendix C); and (4) a list of the state directors of vocational education (appendix D). (KC)

ED 276 824 CE 045 837

Levy, Margaret
Curriculum Development in YTS. Coombe Lodge Working Paper.
Information Bank Number 2079.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Jul 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080) Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Curriculum Development; Educational
Planning; Educational Research; *Education Work Relationship;
Employment Potential; Foreign Countries; Job Skills; Job Training;
Postsecondary Education; *Public Policy; Relevance (Education);
*Research Problems; Secondary Education; *Work Experience Programs
IDENTIFIERS- Great Britain; *Youth Training Scheme

This article sets Youth Training Scheme (YTS) curriculum development work in Great Britain against the background of national policymaking in education and training which has to take account of social, political, and economic imperatives and acceptability. Section 1 deals with how curriculum developers/researchers may have to decide what to research when the program is already moving. Section 2 sets out the curriculum development issues and outcomes of the Core Skills Project and summarizes for other researchers some of the difficulties of curriculum development in YTS. Section 3 comments on the current state of YTS after several years of youth training development work, good practice, and experience. Section 4 comments on the role of the Core Skills Project approaches in supporting YTS and work-based learning generally as seen through the eyes of project workers. Finally, the paper makes a plea for the establishment of a center to assist in formulating a more coherent, planned, proactive approach to vocational education and training research and development work that can provide advice on research priorities to inform policymakers. (KC)

ED 276 953 CG 019 570

Drug Education Curriculum: Senior High. Health Education: Substance Abuse Prevention. Revised 1982.

New York State Education Dept., Albany. Bureau of Health and Drug Education and Services.

PUB DATE- 86
NOTE- 205p.; For 1981 edition, see ED 214 097; for junior high edition, see CG 019 569.

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; Drug Abuse; *Drug Education; High Schools; *High School Students; *Humanistic Education; Teaching Guides

This senior high school level curriculum guide on drug education is a revision of a 1981 guide. It is one of nine sequential guides for elementary and secondary teachers and administrators designed to prevent drug misuse and abuse through combined cognitive and affective development. The affective model upon which this curriculum is based has three components: development of self-image and positive self-concept, development of communication skills, and the development of coping skills. The introductory section provides necessary background information for successful program implementation: philosophy and design of the curriculum, teacher methods, topical outline of the kindergarten through grade 12 curriculum, and developmental traits. The instructional units include a preliminary materials list and three to four concepts, each with two or more objectives, and one or more activities per objective. Accompanying worksheets and illustrations are also included. Topics for senior high focus on effects of drugs on the homeostasis of the body, drugs and society, communication skills, and motivations and alternatives to drug misuse and abuse. Appendices referred to in the curriculum are available separately from the New York State Education Department. (ABL)

ED 276 967 CS 008 582

Bugsch, Barbara Ann
Oral Questioning Strategies for Teaching Reading Comprehension.
PUB DATE- 85
NOTE- 43p.; Master of Arts in Education project, California State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Cognitive Processes; Inferences; Instructional Improvement; *Learning Processes; *Questioning Techniques; *Reading Comprehension; *Reading Instruction; Secondary Education; *Teacher Student Relationship; Teaching Methods

Based on the idea that inference abilities are essential to comprehension, this essay discusses systematic oral questioning strategies designed to help both junior and senior high school teachers develop students' reading comprehension abilities. Questioning strategies are examined in terms of their purpose, efficiency, motivation, and required response. Studies discussed indicate that oral questioning techniques do stimulate learning. Strategies are presented for moving students to higher cognitive levels using adaptions of Bloom's "Taxonomy" and for understanding both narrative and expository texts. Story maps are introduced as an instructional framework for classroom discussions of narrative texts; pattern and concept guides are suggested for discussing expository texts. Strategies for distributing questions, focusing attention, and expanding areas of inquiry are described. The concept of gradually releasing the responsibility for learning to the student is applied to teaching reading comprehension. (JD)

ED 276 996 CS 210 074

Literary Archetypes. Advanced Placement English Curriculum Guide.
Anne Arundel County Public Schools, Annapolis, Md.
PUB DATE- Jul 85

NOTE- 203p.; Prepared by the Curriculum Writing Committee.
AVAILABLE FROM- Anne Arundel County Public Schools, 2644 Riva Rd., Annapolis, MD 21401 ($11.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Placement; *Advanced Placement Programs; College School Cooperation; Course Descriptions; Curriculum Guides; *English Instruction; High Schools; *Literary Criticism; *Literary Genres; *Literature Appreciation

Providing students with the opportunity to earn college credit while still in high school, the Advanced Placement English course described in this guide is designed to help students (1) want to choose from a wide range of literature for independent reading; (2) develop a critical awareness about literature; (3) recognize connections among works of literature that span time, nationality, and genre; (4) increase their awareness of literature and good writing as major sources of civilization's significant ideas; (5) respond thoughtfully to literature; (6) vary the tone of their writing; (7) experiment with form in writing; (8) evaluate ideas that contradict, deviate from, or reinforce their previously formed opinions; (9) evaluate their own writing as well as the writing of their peers; and (10) grow intellectually and develop the skills necessary for critical reading, writing, and thinking. Based on the work of Northrop Frye, the course outlined in the guide is organized as a seminar and covers romance, tragedy, satire, and comedy. The bulk of the guide lists student abilities based on course objectives for each quarter, with a corresponding enumeration of course content, activities, and resources. Sections on instructional techniques and Advanced Placement journals are included, as is supplementary instructional material such as worksheets, sample tests and answer sheets, study guides, and various student handouts. (JD)

ED 277 010 CS 210 200

Upton, James
Write On: Improving Learning through Writing.
PUB DATE- Nov 86
NOTE- 45p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cognitive Development; *Content Area Writing; Elementary Secondary Education; *Integrated Activities; *Learning Strategies; *Teaching Methods; *Writing Exercises; *Writing Processes
IDENTIFIERS- *Writing across the Curriculum

Writing across the curriculum, or "writing-as-learning" (WAL), represents one of the most successful developments in writing instruction. WAL is an efficient teaching method for achieving educational goals in today's society because it effectively engages students in both the means and the ends of their education. Research has shown that WAL activities improve the quality of students' writing and, more significantly, students' content learning. To effectively utilize these activities, content must be kept at the center of the writing process; writing assignments must engage students in learning specific subject matter through actively gathering, evaluating, internalizing, and sharing the material. The following characteristics are essential to all meaningful WAL activities: (1) clear and specific content objectives, (2) effective and engaging writing activities to accomplish these objectives, (3) clear explanation of the evaluative criteria, (4) effective involvement of students in the writing process, and (5) positive, nonthreatening teacher responses. These characteristics are also important for all five interrelated steps of the writing process: prewriting, writing, revision, editing, and sharing/publishing. (Appendixes include a WAL activity worksheet, writing assignment worksheet, reader evaluation sheet, guide for evaluating essays, consideration of reflective responses, and discussion of the worksheets presented.) (JD)

ED 277 024 CS 210 225

Spencer, Jamieson
Contemporary Literature/Traditional Curriculum.
PUB DATE- Nov 86
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Curriculum; High Schools; *Literary Criticism; Literary Genres; *Literature Appreciation; *Novels; *Twentieth Century Literature

An upper school English program has been experimenting with ways to reinforce its traditional literary curriculum with contemporary works. Three contemporary novels in particular (Naylor's "The Women of Brewster Place," Walker's "The Color Purple," and Miller's "A Canticle for Leibowitz") have been found to foster a sense of continuity with the enduring works which populate the classical, British, and American traditions. The contemporary fiction is incorporated into the program in such a way as to deepen students' appreciation of the demanding themes and evolving fictional, dramatic, and poetic forms they have already encountered. Each recent work represents a unique and "modern" approach to an ages-old theme; each takes its place within a centuries-old tradition of genre, or of narrative technique. The Naylor book paints the lives of a group of working, oppressed black women who have migrated to a rundown area of the city. They form a composite portrait of a community of neglected women, and serve as a poignant modern counterpoint to the variegated band of pilgrims Chaucer draws with such subtlety. "The Color Purple" is an epistolary novel and so fits nicely into a curriculum that includes "Pamela" and "Pride and Prejudice." Miller's evocation of a postnuclear future, when in effect the world returns to the barbarian and primitive system that marked the early Middle Ages is a superb introduction to that era for students in this program. (Possible essay topics and "journal response" assignments are included.) (NKA)

ED 277 039 CS 210 252

Duke, Charles

Giving the Competitive Edge to Students' Academic Achievement.

PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; *Academic Achievement; *Competition; Elementary Secondary Education
IDENTIFIERS- Academic Challenge for Excellence; *Academic Competitions; Academic Olympiad; Kentucky Academic Association; School Academic Competition Inventory

Developing an effective school or district academic competition program that highlights as many academic areas as possible while showcasing the achievements of individual students requires thoughtful assessment and planning. The School Academic Competition Inventory provides a way to determine the potential for such a program. If the potential exists, school leaders must determine (1) the event's main focus--an interdisciplinary emphasis would have the greatest overall impact; (2) the kinds of academic achievement to be emphasized--focusing on general problem-solving skills would allow students to demonstrate their abilities to apply their academic knowledge in various situations; (3) whether individual or team achievement will be emphasized and what skill qualifications will be required to compete; (4) who will control the event--building up a coalition of sponsors would allow schools to develop their own competitions; and (5) the awards and judges. If a school decides to develop a competition on its own, organizers should become familiar with and incorporate suitable features of some of the existing models for competitions, such as the Academic Olympiad (which has recently been successfully applied at Utah State University), the Wise County (Virginia) Program of Academic Challenge for Excellence, and the Kentucky Academic Association. (Each model is discussed separately.) (JD)

A Sampler of Partnerships in Education.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Apr 86

NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Programs; Educational Change; Elementary Secondary Education; *Government School Relationship; *School Business Relationship; *School Community Relationship; State Agencies; *State Programs
IDENTIFIERS- *Partnerships; *Pennsylvania

Partnerships in education often begin as a way to stretch resources, but then become harmonious, growing relationships. This brochure describes Pennsylvania's Partnerships in Education program, an outgrowth of earlier "adopt-a-school" efforts and a component of Governor Dick Thornburgh's comprehensive reform package. Students benefit by translating learning into the world of work; partners benefit by contributing to the education of their future work force. Partnerships flourish on every scale. Some involve entire school districts and hundreds of students and employees; others pair private partners with a single class or with individual students. Partnerships exist in urban industrial areas and rural regions alike. This brochure provides a representative sample of some of the 2,500 cooperative agreements throughout the state. Each example cited includes a short description and identifies the partners and someone to contact. Programs range from high school journalism and construction projects to a "Generations Together" program involving senior citizens and elementary school children. Another section highlights cooperative ventures between schools and state government agencies. The brochure closes with suggestions for starting partnerships and a list of state agencies to contact for more information. (MLH)

ED 277 138 EA 019 056

Kennedy, Robert L.; And Others
The Suspension School: An Alternative to Suspension.
PUB DATE- 19 Nov 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Community Involvement; Cooperative Programs; *Discipline Policy; *Educational Innovation; Elementary Secondary Education; *Experimental Schools; Individualized Education Programs; Residential Schools; School Community Programs; *School Community Relationship; School Effectiveness; School Guidance; School Policy; Student Behavior; Student Needs; Student School Relationship; *Suspension

A suspension school for secondary students, established in the 1977-78 school year in an Arkansas school district has developed specific program goals and procedures. Following a discussion of the school's origins, this paper describes operating procedures, philosophy, support system, and student reaction. Suspensions declined considerably through the 1982-83 school year; they have increased somewhat since then but the size of the district has also steadily increased. A student's "sentence" at the school is determined by the principal. Individual programs are planned around school hours. After the student attends the minimum days required, a conference by student, parents, and principal reviews the student progress and decides if the student is ready to return to regular classes. Personnel strive for goals that include serving educational needs, providing a secure home base, promoting discipline, building positive self-image, and guiding students toward responsibility. In the view of school administrators, community support is a primary need in a suspension school program, and should involve a variety of organizations committed to serving local youth. Support from school organizations, personnel, and parents prevents the school from becoming isolated. Most students at the school face what they consider to be reasonable punishment and complete their assignments. The likelihood of a student returning once again is about one in four; the prospect of more returns diminishes rapidly thereafter. (CJH)

ED 277 152 EA 019 078

Lemon, Donald K.
Leadership Is More Than Intuition.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Sep 86
NOTE- 7p.; Blue print on colored paper may affect reproducibility.
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.50 prepaid; quantity discounts; Virginia residents should add 4 percent sales tax).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Leadership; Leadership Qualities; *Leadership Styles; Principals
IDENTIFIERS- Administrator Effectiveness

Effective leadership by school principals requires the ability to plan, organize, motivate, control, anticipate, orient, coordinate, implement, staff, make decisions, and program, all effectively. These abilities can be exercised in different ways, however, and several different directions, purposes, and attitudes can be emphasized by the leader. These differences determine leadership style. Principals who understand their own leadership styles and who are able to fit their leadership styles to their particular situations (or their situations to their styles) are more likely to be effective leaders. Among the factors that must be considered are the extent to which human relationships are stressed, the extent to which technical tasks and their completion are stressed, and the extent to which the leader can diagnose the situation in which leadership must be exercised. When making such a diagnosis, the leader must assess the knowledge of those doing the work, their ability and willingness to accept responsibility, and the leader's own expertise in the work situation in question. This publication reviews the developing concepts of leadership style, provides examples of the appropriate use of styles, and notes the value of understanding and using the concepts presented. (PGD)

Weisgerber, Robert A.
Implications of Research and Theory for the Use of Computers with the Learning Disabled. CREATE Monograph Series.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 54p.; For the other monographs in this series, see EC 191 372-376.
GRANT- G008302861
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Educational Diagnosis; *Educational Technology; Elementary Secondary Education; Exceptional Child Research; *Learning Disabilities; Learning Theories; Remedial Instruction; Visual Perception

This monograph, first in a series of six, provides the theoretical background and premises underlying the efforts of the research team and two collaborating California school districts to explore ways in which the computer and related technologies can be more fully and effectively used in the instruction of learning disabled students. Contents include the following: (1) an analysis of key theories about mental functioning and remediation; (2) a definition of learning disability and consideration of commonly associated variables (genetics, maturation, drug effects, trauma, laterality and hemispheric dominance, sex differeces, orthography and handwriting, and sensory integration); (3) an examination of visual perception, functional vision, and reading efficiency; (4) cognitive processes (including memory, problem solving, and task strategies); and (5) promising computer applications (including use of the computer for vision training, perceptual enabling skills, and cognitive processing skills). (JW)

ED 277 180 EC 191 385

Understanding Life Styles: Unit 4. Parent Education Workbook for Mainstreamed Students. Part I: Relationships. Contemporary Parenting Choices. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-2503-2

PUB DATE- 85
NOTE- 25p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Decision Making; High Schools; *Learning Disabilities; *Life Style; Mainstreaming; *Marriage; *Mild Disabilities; *Mild Mental Retardation; Parenthood Education; *Personal Autonomy; Workbooks
IDENTIFIERS- *Single Adults

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the fourth in the Relationships part of the workbook, focuses on understanding the married and single life styles and includes individual lessons on why people choose to marry or remain single, why some people who were married become single again, and what living situation choices single people make. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

ED 276 839 CE 045 900

Usova, George M.; Gibson, Marcia
Motivational Strategies for Curriculum Development.
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Boat Operators; *Curriculum Development; Instructional Development; *Learning Motivation; Marine Technicians; *Maritime Education; *Material Development; *Motivation Techniques; Postsecondary Education; Seafarers; Secondary Education; Student Motivation; Teaching Guides; Videotape Recordings; *Vocational Education

This instructional guide provides curriculum developers, industrial instructional technologists (IITs), and script writers with concrete examples of motivational strategies for the improvement of instruction. It is intended to aid the IIT in addressing motivation within the instructor guide--the driving force of the training package, and to assist the script writer in capturing motivation within the script--the driving force behind the videotape. Background information on motivation is provided. Three areas are described in which an instructor must try to instill motivation: secure attention of the learner, develop interest into desire, and sustain the desire to learn. Twelve specific motivational strategies are provided as well as examples of how to include them in the instructor guide and/or videotape. Each strategy is described, an explanation of why it will motivate is presented, and an example of how it would appear in one or both of the instructional media (instructor guide or video) is provided. Appendixes include a literature review and reference listing. (YLB)

ED 276 880 CE 046 001

Pestle, Ruth
Knowing the Elderly in Your Community through Home Economics.
Home Economics Education Association, Washington, D.C.
PUB DATE- 79
NOTE- 35p.
AVAILABLE FROM- Home Economics Education Association, 1201 Sixteenth Street, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Aging (Individuals); *Aging Education; Behavioral Objectives; Clothing Instruction; *Community Programs; Consumer Education; Family Life Education; Foods Instruction; *Fused Curriculum; *Home Economics; Home Management; Housing; Learning Activities; Nutrition Instruction; *Older Adults; Resources; Secondary Education; Textiles Instruction; Vocational Education

This guide is intended to assist teachers in integrating the study of aging into home economics programs. The first sections contain information on what aging means to different people and the various physical, psychological, and societal changes associated with aging. Discussed next are ways of integrating the study of aging into the following areas of home economics: general home economics, housing, family relationships, foods and nutrition, consumer education, and textiles and clothing. Each of these sections includes ideas for conducting class research projects, using resource people, taking a field trip, organizing classroom and community service activities for students, and planning independent study projects. Each section includes a list of recommended resources. The final three sections include suggestions for further reading, a list of films about aging, and the addresses of agencies concerned with aging. (MN)

ED 276 923 CG 019 540

Minnesota Health Statistics 1984. 34th Annual Summary Report.
Minnesota State Dept. of Health, Minneapolis. Center for Health Statistics.
PUB DATE- Jul 86
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Abortions; *Birth Rate; *Death; Demography; Divorce; *Health; Infant Mortality; *Marriage; Occupational Diseases; *Occupational Safety and Health; Population Trends
IDENTIFIERS- *Minnesota; *Vital Statistics

This annual summary of vital statistics contains technical notes on changes in the summary format, sources of data, data quality, geographic allocation, and definition of rates. A total of 56 data tables and 13 figures are provided in the areas of: (1) an overview of 1984 vital statistics; (2) live births; (3) reported induced abortions; (4) fertility; (5) infant mortality and fetal deaths; (6) general mortality; (7) marriage and divorce; (8) occupational illness and injury; and (9) population. The appendices contain definitions of terms, data collection instruments, and a map of Minnesota health districts and offices. (NB)

ED 276 938 CG 019 555

Victor, Jeffrey S.
Ethnic Variations in Family Power Relations: Part I--Jewish American Families.
PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Cultural Influences; Decision Making; Ethnic Groups; *Family Relationship; Interpersonal Relationship; *Jews; Parent Child Relationship; Power Structure; *Role Perception; *Spouses

Roles in the Jewish-American family system tend to be flexible, without a clearly defined division of labor or hierarchy of authority. Husband-father and wife-mother roles tend to be somewhat interchangeable and androgynous. Because role expectations constantly change to fit changing circumstances, ambiguity in each member's perception of expectations for behavior may result. The process of decision making, whether between spouses or between parents and children, responds to egalitarian, participatory ideals, within a cultural context of collectivistic, mutual responsibility for each other's behavior. Verbal argumentation within a family may symbolize emotional closeness and may be a way of negotiating family decision making. The Jewish-American family role system at its most functional resembles a communal participatory democracy of assertive equals. At its most dysfunctional, it is a chaotic anarchy with ambiguous role expectations. Therapists and researchers must be sensitive to the ethnic-cultural dimension of family relationships, including that of power relationships. Otherwise, they may apply a conventional Anglo-American cultural model of family relationships in their interpretations and, in so doing, miss seeing the hidden ethnic-cultural dimension of family life. A three-page reference list is provided. (NB)

ED 277 098 EA 019 003

Bowers, J. Howard

Reform and Renewal of Physical Facilities in a Selected Tennessee School System.

PUB DATE- Nov 86

NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 9-11, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College School Cooperation; Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; *Facility Case Studies; *Facility Requirements; *Facility Utilization Research; *Long Range Planning; Middle Schools; *School Buildings; School Closing; School District Reorganization; School Expansion

IDENTIFIERS- *Johnson City Public Schools TN

The superintendent of the Johnson City Public Schools, Tennessee, requested a survey of the physical status of the 10 elementary schools, 1 junior high school, and 1 high school in the district. Onsite investigations were made to gather data with special attention given to site characteristics, amount and use of functional space, and strengths and weaknesses of the facility. Based on the data collected, recommendations were made regarding repairs and/or modifications that should be made for each plant. The completed physical feasibility document was presented in spring 1984 to the board of education to serve as a basis for long-range decisions and to enable administrators to make basic daily maintenance decisions with a better understanding of systemwide needs. The board chose to reduce some of the population pressure on the elementary schools and to provide a strong educational program by changing the grade structure to K-5, 6-8, 9-12. The present high school plant is to be expanded rather than moving the high school to the existing junior high facility. Two tables summarize data on existing school physical facilities and on preliminary space needs and cost estimates for the middle school transition. Two figures depict the phases and final results of the change and geographical considerations resulting from the board's decision. (MLF)

ED 277 111 EA 019 022

Lipsky, David B.; Conley, Sharon C.
Incentive Pay and Collective Bargaining in Public Education.
PUB DATE- Apr 86
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collective Bargaining; Contracts; Elementary Secondary Education; *Incentives; *Merit Pay; *Public Schools; Public School Teachers; School Districts; *Teacher Associations; Teacher Salaries

Recent proposals to implement teacher incentive pay or merit pay plans have failed to recognize that in most states such plans must be negotiated and administered through collective bargaining at the local district level. The traditional collective bargaining process makes major changes difficult to enact; both sides must bluff, threaten, and make concessions, and neither side is likely to obtain enactment of new policy without complete commitment and a willingness to abandon other demands. To develop a workably designed incentive pay plan with some chance of acceptance, district and union representatives should work together as joint committees; but organizing such committees satisfactorily takes a great deal of effort in its own right. Implementing incentive pay plans may be easier if the plan adopted is identified as experimental and if means are readily available for responding to any grievances arising from the plan's administration. Although collective bargaining practices may make implementation of such measures as incentive pay plans difficult, the process can also help ensure that any plan finally adopted will more likely be equitable, workable, appropriate to local conditions, and acceptable to teachers as a means of making the schools more productive. (PGD)

ED 276 853 CE 045 938

Sherron, Ronald H.

A Longitudinal Evaluation of Adult Basic Education in Virginia: 1970-1985.

Virginia Commonwealth Univ., Richmond. School of Education.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Adult Education Service.
PUB DATE- Jul 86
NOTE- 185p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Basic Education; Counselor Characteristics; Curriculum Development; Demography; Educational Facilities; Enrollment; Inservice Teacher Education; Longitudinal Studies; *Outcomes of Education; Program Administration; *Program Content; *Program Costs; *Program Effectiveness; Program Evaluation; Program Improvement; Public Relations; Staff Development; State Surveys; *Statewide Planning; Student Characteristics; Student Recruitment; Teacher Characteristics; Teacher Qualifications; Teaching Methods
IDENTIFIERS- 310 Project; *Virginia

A longitudinal study examined adult basic education (ABE) in Virginia between 1970 and 1985. (The first study was conducted in 1970, the second in 1978, and the third in 1985.) Data for the 1985 study were collected from survey instruments mailed to all state department ABE personnel, local ABE supervisors, learning center coordinators, and ABE counselors; a 50 percent random sample of paraprofessional ABE personnel; a 10 percent random sample of ABE students; and a 25 percent random sample of ABE teachers. The overall return for the survey phases of the study was 81 percent.

The general consensus from the data examined was that the programs have made remarkable progress given the inadequate funding for ABE at both the national and local levels. Forty recommendations were made in the 1978 study. Some action has been taken on 80 percent of the recommendations. The 40 recommendations included many long-term goals and objectives that turned out to be unrealistic since implementing them would have required increased funding. Others, however, have been implemented by virtue of creative leadership. As in the previous two surveys, the 1985 survey indicated a role conflict between the centralized state department administrative demands and the need for field supervision and technical assistance for part-time local program personnel. In general, ABE programs are staffed with experienced teachers having an average of 10.6 years of experience, and the profession has retained its basic part-time character over the 15-year period. Educational level and certification have increased among ABE counselors over the 15-year period. In general, ABE is not reaching the young unemployed male, and ABE does not appear to be focusing on vocational skills development to an adequate degree. (Three figures and 80 tables are included in the report.) (MN)

ED 276 867 CE 045 979

Price, William T., Jr.
A Career Development Conference for Disadvantaged Young Adults.
PUB DATE- 6 Dec 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986). Broken print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Career Choice; *Career Development; Career Education; Career Planning; *Conferences; Decision Making; *Economically Disadvantaged; *Education Work Relationship; Employment Patterns; *Job Search Methods; Self Esteem; *Young Adults

A career development conference was targeted to disadvantaged young adults who needed assistance in their transition from school to work. Conference participants were 27 economically disadvantaged clients of an agency in southwestern Virginia partially funded by resources from the Job Training Partnership Act. The conference was designed to meet four primary objectives: develop career decision-making and planning skills, develop job seeking skills, develop job retention skills, and enhance each participant's self-esteem and confidence. The curriculum included self-assessments, career decision making, acquisition of knowledge about careers, job seeking skills, and job retention skills. Benefits were felt to be associated with using a conference setting at a major university, including greater concentration at a site removed from participants' homes, provision of new experiences designed to build social skills and self-esteem, presentation of material in a concentrated amount of time, and creation of a learning climate different from the traditional classroom setting. An informal follow-up survey indicated that a majority of participants obtained employment. All who obtained employment indicated that knowledge and skills gained from the conference helped get them a job. (YLB)

ED 276 895 CE 046 021

Ward, Ted D.

How Can We Maintain Effective Leadership in Vocational Agricultural Education with the Reduced Resources?

PUB DATE- Dec 86
NOTE- 8p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Agricultural Trends; Curriculum; *Educational Needs; Postsecondary Education; *Program Improvement; Secondary Education; *State Supervisors; Supervision; *Supervisor Qualifications; Vocational Education

Maintaining effective leadership in vocational agriculture education with reduced resources will require change. Change is needed in four areas: effective leadership/reduced resources, communications/involvement, concerns, and use of others. In the area of effective leadership in an age of reduced resources, the responsibilities of supervisors in agricultural education need to be defined and executed. In the area of communications/involvement, it is necessary to reduce the production image that tends to cling to agricultural education in the United States. It is suggested that efforts be made to address the issue of agribusiness curriculum versus production agriculture. The area of concerns is focused on the problem of maintaining qualified state staff. To do so, salaries must be made comparable to local salaries, the role of supervisors must be defined and supported, job descriptions should require extensive experience in agricultural education, and extended employment should be offered. Finally, in the area of use of others, the following individuals or groups should be enlisted to assist in maintaining effective leadership with reduced resources: vocational agriculture instructors, grassroots organizations, political figures, agriculture industry representatives, technical skill committees, farm organizations and commodity groups, teacher education groups, secondary and postsecondary administrators, and students and their parents. Working in these four areas can help agricultural education leaders improve their programs in an era of limited resources. (KC)

ED 276 909 CG 019 524

Nelson, Christine Seipke; Keith, Joanne

Female Early Adolescent Sex Role Attitude and Behavior Development: A Life Span, Ecosystem Approach.

PUB DATE- Nov 86
NOTE- 32p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986). This research was conducted from the Michigan State University Agricultural Experiment Station, Cooperative Extension, Dept. of Family and Child Ecology, and Michigan 4-H Youth Programs.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Attitudes; Children; *Ecological Factors; Elementary Education; Females;

*Parent Attitudes; Parent Child Relationship; *Sex Role; *Sexual Identity; Social Development

Theory and research related to early adolescent sex role development needs to be addressed from both a life-span and an ecological perspective. A study was conducted to examine the development of female early adolescent sex role attitudes and behaviors in an ecological context as defined by Urie Bronfenbrenner. Data were the results of a state-wide survey of female early adolescents (N=154) and their parents conducted in Michigan in 1983. Youths were interviewed in their homes and parents responded to a questionnaire. Subjects were selected using a stratified multi-stage cluster sampling technique. Hierarchical multiple regression was used to both test early adolescent sex role attitude development and behavior development models. Only the model for female early adolescent sex role attitude development was significant. The level of traditionalism of female early adolescent sex role attitude development was significantly influenced by maternal employment, the level of traditionalism of the father's sex role attitudes in interaction with the amount of time he spent with his daughter, and chronological age. (Author/NB)

ED 276 982 CS 008 623

Watson, Alan J.; And Others
Cognitive Development and Learning To Read: A Five Year Longitudinal Study.
PUB DATE- 84
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; *Cognitive Development; *Developmental Continuity; Developmental Stages; Elementary Education; Foreign Countries; *Learning Processes; Longitudinal Studies; Multivariate Analysis; Oral Language; Piagetian Theory; *Reading Processes; Reading Research; *Reading Skills

A cognitive developmental theory of reading was proposed and tested in a longitudinal study that (1) compared the development of conceptual reasoning (Piaget's "operativity") and oral language (vocabulary and grammar closure) of 148 Australian children during the first 5 years of school and (2) traced the relationship of these variables to reading during that time through multitrait/multitime analysis. Results indicated that the development of operativity is surgent and discontinuous while oral language is stable and continuous; the influence of language awareness, IQ, or reading instruction could not account for these developmental characteristics. Findings suggested that the operativity measures of this study are tapping a powerful developmental influence that is partly distinct from oral language in its effects on reading. Analysis indicated that this influence was part of a broad spectrum of change in mental processing that occurs during middle childhood. Emerging conceptual capacity was found to be a necessary although not sufficient condition for the development of reading ability. As well as exerting an immediate influence, findings showed that operativity produces a pervasive delayed effect in its causal relationship with reading comprehension that, during the early school years, slowly takes on the decision-making, conceptual reasoning character of that operational influence. (JD)

ED 277 055 CS 505 426

McDonald, Daniel G.; Schechter, Russell
The Audience Role in the Evolution of Fictional Television Content.
PUB DATE- May 86
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; *Broadcast Industry; *Feedback; Networks; *Programing (Broadcast); *Television Research; Television Surveys; *Television Viewing

A study suggested that audience feedback plays a central role in determining the types of television programs shown on the air and that two major ways series are adopted are through imitation of popular series and through a gradual, evolutionary process. Through an analysis of the prevalence of programs in six genres, these hypotheses were supported. Results indicated that programmers are more likely to air shows of a given genre in years immediately following a year in which there was a highly rated program of that genre. Strongest support for the hypotheses was found in prediction of the number of programs of each type returning to the air. The study concluded that the audience does influence the content and variety of programming offered by networks. While the nature of the feedback process is not yet clear, the study concludes that there is evidence that both imitation and evolutionary processes operate in formulation of network schedules. (Figures and tables of supporting data are appended.) (SRT)

ED 277 085 EA 018 274

Fiander, Richard L.
A Systems Approach to Management Effectiveness Training.
PUB DATE- Mar 85
NOTE- 104p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Dallas, TX, March 1985). Print in survey form will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board Administrator Relationship; *Boards of Education; *Community Attitudes; Decision Making; Educational Assessment; Educational Objectives; *Educational Planning; Elementary Secondary Education; Policy Formation; *School Districts; State School District Relationship; Surveys; *Systems Approach
IDENTIFIERS- Summit Public Schools NJ

Overwhelmed by conflicting demands from within its own administration, from its local school board, and from the state department of education, the school district of Summit, New Jersey, took action to develop a consensus among those making demands. Administrators and school board members attended a working dinner where each individual identified major concerns, then worked in groups of three to consolidate and refine their lists of concerns, then worked in groups of six, and finally selected representatives who would consolidate all the lists into a report that could be supported by the whole group. Once the group had agreed on the problems it faced, it developed a nine-step planning system for the district. The steps included developing a statement of purpose, assessing the external and internal environments, identifying goals, assessing needs, prioritizing concerns, developing objectives, planning and budgeting, and monitoring and evaluating. This document outlines the process and its development, and includes appendixes that (1) fully describe the planning system, (2) report the complete results of the external assessment survey (with extensive tabular documentation), and (3) show an example of a form used in the planning process. (PGD)

ED 277 196 EC 191 703

Burst, Judy; And Others
An Art Activity Guide for Teachers of Severely Handicapped.
Arts Unlimiting, Indianapolis, IN.
PUB DATE- 83
NOTE- 98p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Arts Unlimiting, 1605 East 86th St., Indianapolis, IN 46240 ($5.00 postpaid).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Body Image; Cognitive Development; Elementary Secondary Education; Individualized Instruction; Motor Development; Physical Disabilities; Sensory Experience; *Severe Disabilities; *Severe Mental Retardation; Student Evaluation; *Visual Arts; Visual Impairments

This manual presents 48 visual art activities developed for severely disabled elementary and secondary school students. Brief explanations are presented for several handicapping conditions (cerebral palsy, Down's Syndrome, microcephaly, hydrocephaly, and communication handicaps), and information is given for positioning of students and modifications for students' special needs. Activities fall under the subject categories of line, color, shape, or texture. Each activity is designed to reinforce such developmental areas as: gross and fine motor development; sensory stimulation; cognitive development; and body awareness. Preliminary and closure activities are described as well as the materials and methods needed. Suggested variations are provided for each activity as are activity expectations for level of awareness, level of performance with physical assistance, and level of imitation with verbal or visual cues. Some activities are illustrated with photographs of the completed project. Appendices present: a glossary of art, development, and exceptionality terms; an initial (student) assessment form; and a 16-citation bibliography on arts activities and exceptional children, supplemented with a list of six curriculum guides. (CB)

ED 276 825 CE 045 841

Valentine, Rob; And Others
Using & Producing Work Based Projects. Coombe Lodge Working Paper. Information Bank Number 2083. Draft.
Further Education Staff Coll., Blagdon (England).
PUB DATE- 85
NOTE- 57p.; For related documents, see ED 265 308-351.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Demonstration Programs; *Education Work Relationship; Foreign Countries; Instructional Materials; *Job Training;

*Learning Activities; Postsecondary Education; Program Development; *Program Implementation; School Business Relationship; Secondary Education; Vocational Education; Work Experience; *Work Experience Programs
IDENTIFIERS- Great Britain; *Work Based Projects (England); Youth Training Scheme

Work-based projects are learning materials that are designed to match the broad-based preparation for working life that the Youth Training Scheme (YTS) aims to provide in Great Britain. YTS aims to develop a work force that is competent and flexible, with the capacity to adapt its skills to new and changing types of employment. This guide describes work-based projects and suggests methods of implementing them. The guide is organized in four sections. Section 1 introduces the concept of work-based projects and provides a rationale for their use. Section 2 of the manual looks at how work-based projects can be used to deliver the outcomes desired by YTS for trainees. Section 3 begins by examining the use of work-based projects in designing training programs and for enhancing experiences in the workplace. It then looks at how work-based projects can be and have been used to reinforce and exemplify the training processes identified as essential features of foundation training in the design framework (integration, induction, assessment and guidance, and participative learning). Section 4 is a practical guide to producing work-based projects and using them with trainees. Appended to the guide is a six-page list of exemplary work-based projects. (KC)

Cohen, Joanne
Dream Interpretation Groups: Facilitating Identity Development of Adolescents and Young Adults.
PUB DATE- May 86
NOTE- 19p.; Paper presented at the Annual National Symposium on Building Family Strengths (9th, Lincoln, NE, May 14-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Objectives; Counselor Role; *Group Counseling; *Interpreters; *Interpretive Skills; *Psychological Patterns; Sleep

IDENTIFIERS- *Dreams

A systems perspective recognizes the necessity of drawing on numerous resources for strengthening the family. The dream interpretation group method, in some ways an elitist approach, focuses on the transitional individual as the nodal point for building family strengths. The individual experiencing changes in identity development is equipped with a great reservoir of unconscious strengths and solutions. This storehouse of knowledge is revealed through the dream. Meaning in dreams can become conscious through work in the dream group, enabling awareness of a whole host of conflict resolutions not previously available to the waking individual. Dream group leaders should be familiar with how to translate dreams to make them meaningful and should accept all dreams presented in the group. Group leaders should understand what the dream has to do with the life of the person and if the dream gives a course of action to be taken. Specific interpretation methods include conceptualization, free association, precognitive, compensatory, and symbolic. With current theories and methods of dream interpretation, the group leader possesses a value system and body of techniques supportive of growth, and facilitative of the individual's ability to use dreams in such a way as to strengthen his/her intrapersonal, interpersonal, familial, and community identity. (Author/ABL)

ED 277 011 CS 210 202

Lin, Carolyn
A Quantitative Analysis of Worldwide VCR Penetration.
PUB DATE- Aug 86
NOTE- 52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Developing Nations; *Economic Factors; Foreign Countries; Hypothesis Testing; Mass Media; *Media Research; *Ownership; Political Attitudes; Predictive Measurement; *Predictor Variables; Regression (Statistics); Statistical Analysis; *Videotape Cassettes; *Videotape Recorders

By examining relationships between a host of national policy, domestic economic, media system, and media infrastructure factors, a study assesses possible predictors for videotape cassette recorder (VCR) penetration across 63 countries. Overall statistical results generated through hypothesis testing indicated that these factors were relatively important predictors of VCR penetration in industrialized and less industrialized countries. Specifically, findings indicated that (1) the level of gross national product (GNP) per capita provides the economic basis for VCR diffusion; (2) national TV systems with greater structural and programing freedom, but without a multichannel environment, may encourage more rapid VCR penetration; (3) the number of TV sets available to a population correlates positively with the level of VCR diffusion; (4) although newspaper circulation and telephone penetration are significantly related to VCR penetration, these correlations are largely a function of GNP per capita; and (5) radio use and movie attendance are relatively independent from the acquisition of VCRs because VCR use relies more heavily on TV penetration and its related variables. Results suggested that VCRs may penetrate TV households across nations more rapidly than any other electronic medium in the history of telecommunications. (Appendixes list the low, medium, and high income countries included in the study and provide extensive statistical data.) (JD)

ED 277 025 CS 210 226

Kasten, Wendy C.; Clarke, Barbara K.
A Study of 3rd and 5th Grade Students' Oral Language during the Writing Process in Elementary Classrooms.
PUB DATE- Jul 86
NOTE- 29p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (11th, London, England, July 27-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Creative Writing; Elementary Education; Ethnography; *Group Dynamics; *Interpersonal Communication; *Language Processing; *Oral Language; Writing (Composition); *Writing Processes; Writing Research

Using ethnographic techniques to observe seven fifth grade and seven third grade students, a study examined the function of children's oral language during creative writing sessions in typical classroom situations. Findings indicated that oral language plays an important role in the writing process; specifically, that it (1) accompanies writing as an intrapersonal function, (2) helps writers think about and revise their text, (3) helps writers make decisions about what to write, (4) is highly related to writing and almost entirely on-task, (5) provides opportunities for collaboration to enhance learning opportunities, and (6) helps students talk about and increase their understanding of the writing process. Results suggested that writing in the elementary classroom is a dynamic and whole language cognitive process in which reading, listening, and speaking contribute to students' writing. Analyses revealed that oral language provides students with opportunities to test ideas and sound out the appropriateness of particular words or phrases. The Manual Observation Form--MOF--used for data collection is described and a particular transcript of an MOF is discussed in detail. Data are analyzed according to both Kasten and Halliday codes. Reading aloud and subvocalization are addressed as special issues.) (JD)

ED 277 070 CS 505 451

Hellweg, Susan A.; And Others
Political Candidate Image: Concepts and Conceptualizations.
PUB DATE- Nov 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Political Candidates; Political Issues; Political Science; *Politics; *Public Opinion; Research Methodology; *Research Needs; Sociology
IDENTIFIERS- *Political Candidate Image

Drawing from political science, sociology, and communication literature, this paper provides a review of research dealing with political candidate image to show the various ways this concept has been treated by scholars. The paper begins with an examination of the rationales offered by researchers for the study of image, then addresses the components of candidate image, empirically derived concepts of the "ideal candidate," and comparative evaluations of candidate images. It next discusses extraneous concerns that might affect the "role" of an image within the context of an election. The paper concludes with a discussion of possible future directions for research in the area. Seventy-six references are provided. (FL)

ED 277 153 EA 019 079

Bittle, Edgar H., Ed.
The School Attorney: A Practical Guide to Employing School District Legal Counsel.
National School Boards Association, Alexandria, VA. Council of School Attorneys.
REPORT NO.- ISBN-0-88364-111-9
PUB DATE- 86
NOTE- 90p.
AVAILABLE FROM- Publication Sales, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)

DESCRIPTORS- Administrator Attitudes; Board of Education Policy; Bond Issues; Educational Administration; Elementary Secondary Education; *Lawyers; Legal Problems; Personnel Selection; Policy Formation; Public Education; *School Districts; School Law; *Staff Role
IDENTIFIERS- Minnesota

Defining the role of the school district's attorney and selecting the proper individual to fill that role are the two major topics of this booklet. The first chapter, by Edgar H. Bittle, reviews the district counsel's range of responsibilities. Chapter 2, by Ralph D. Stern, focuses on the attorney's role in policy matters. In the third chapter, Stacie Rissman Joyce reports the perceptions of superintendents, school board chairmen, and school attorneys concerning the role of school attorneys in Minnesota from 1978 to 1980. Chapter 4, by William A. Anderson, examines the relative merits of retaining an outside law firm or hiring inhouse legal counsel. The Committee on Professional Responsibility of the National Association of Bond Lawyers prepared chapter 5's statement on the function and professional responsibilities of bond counsel. Chapter 6, by Bittle, and chapter 7, by Martin Semple, discuss ethical concerns and due process considerations affecting school board attorneys. Thirteen appendices offer guidelines for use when selecting attorneys, samples of school board policies on retaining attorneys, job descriptions, procedures for handling requests for legal services, a form for evaluating the performance of legal services, and a questionnaire for assessing the structure of a district's legal services. (PGD)

ED 277 181 EC 191 386

Understanding Marriage: Unit 5. Parent Education Workbook for Mainstreamed Students. Part I: Relationships. Contemporary Parenting Choices. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-2504-0
PUB DATE- 85
NOTE- 27p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Interpersonal Communication; *Learning Disabilities; Mainstreaming; *Marital Satisfaction; *Marriage; *Mild Disabilities; *Mild Mental Retardation; Parenthood Education; Responsibility; Workbooks

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the fifth in the Relationships part of the workbook, focuses on understanding marriage and includes individual lessons on things a couple should talk about before marriage, factors which contribute to a healthy marriage, and responsibilities in marriage. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

ED 276 810 CE 045 806

Sims, Ripley S.
An Inquiry into Correspondence Educating Processes. (Concise Version.)
International Council for Correspondence Education.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 82

NOTE- 155p.; Research was conducted at the University of Wisconsin; results were published by ICCE via Punjabi University.
AVAILABLE FROM- International Council for Distance Education, Grant MacEwan Community College, P.O. Box 1796, Edmonton, Alberta, Canada T5J 2P2 ($7.50 in U.S. dollars).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Correspondence Study; Cost Effectiveness; Developing Nations; Educational Finance; *Educational Policy; *Educational Practices; *Educational Principles; *Foreign Countries; Surveys

This report is based upon an inquiry into the policies, principles, and practices in correspondence educating processes worldwide. It includes results of a survey of current reliable information and data on ongoing correspondence education processes worldwide; a survey of literature on correspondence educating processes and related subjects; and data analyses. In Part One, foundations and frames of references in the educating processes of a society are presented as the framework for the report perspective. Part Two discusses the principal processes of correspondence education. A chapter is devoted to each of seven basic questions: determining need, policymaking, planning, organizing, operating, evaluating and accrediting, and research and development. Part Three investigates the cost aspects of correspondence educating processes. Part Four is devoted to the use of communications technologies in correspondence educating processes. Appendixes include a five-page bibliography, the methodology for the inquiry, numerical information and data, and the questionnaire. (YLB)

ED 276 840 CE 045 906

McGhee, M. B.; And Others

Toward a Programmatic Research Scheme for Product Evaluation of Vocational Education in Agriculture.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
PUB DATE- 8 Dec 86
NOTE- 28p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Evaluation Criteria; Evaluation Methods; Graduate Surveys; High School Graduates; *Models; *Outcomes of Education; Program Attitudes; Program Effectiveness; *Program Evaluation; Secondary Education; *State Programs; Student Attitudes; *Vocational Education
IDENTIFIERS- *Florida; Future Farmers of America

In an effort to conceptualize, plan, and conduct research activities to gather data for decision making concerning program improvement in vocational agriculture, a model for evaluating programs was developed by the Department of Agricultural and Extension Education, University of Florida. Through use of this model, six objectives to guide research activities were identified. These objectives relate to social and leadership skill development; employer satisfaction; cost-effectiveness; occupational skill development; participant satisfaction; and occupational status, job placement, and career patterns. Using these objectives and the model, several research studies have been conducted and data analyzed and reported. Based on these studies, some conclusions were made relative to the program of vocational agriculture in Florida: (1) student mastery of the competencies was approximately 57 percent; (2) students who were members of Future Farmers of America (FFA) or who had supervised occupational experiences tended to perform better on achievement tests; (3) the majority of program completers were involved in an agriculture-related occupation one year after graduation; (4) program completers did not accurately state their postsecondary plans; (5) program completers had very positive attitudes about their experiences in vocational agriculture; and (6) highest FFA degree earned significantly contributed to the explanation of variance in program completer attitudes about the values of the program. The conclusions of these studies will be used to provide a more programmatic, systematic, and valid data base for decisions affecting the future of vocational education in agriculture. (KC)

ED 276 881 CE 046 002

Russ-Eft, Darlene F.; McLaughlin, Donald H.

Analyses of Issues in Adult Education. Technical Report No. 22.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 81
NOTE- 81p.; For a related document, see ED 270 601.
CONTRACT- 300-78-0150; 300-80-0822
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adults; Delivery Systems; Dropout Characteristics; Dropouts; Educational Finance; *Educational Needs; Educational Research; *Individual Characteristics; *Participant Characteristics; *Participation; School Holding Power; Student Recruitment

This report focuses on the results of analyses of selected issues in the area of adult basic education (ABE) using two major data bases: Participation in Adult Education survey and Adult Quality of Life studies. Issues are divided into four sections: target population and demand population, services provided, organization for delivery of services, and financing adult basic education. Each issue question is stated; then available data are brought to bear on the problem. Representative issues include the extent of the adult basic skill deficiency problem, the size and location of the target population, variation among states in terms of size of the ABE target population, characteristics of the ABE target population, the target population and the value placed on education, characteristics of the ABE demand population, special characteristics and educational needs of special subgroups, differences in participation rates of special subgroups. characteristics of persisters and dropouts, reasons for dropping out, instructional methods to improve recruitment and retention, improvement of the nature and extent of participation by the target population, and resources needed and available to reach the target population. Seven figures and 24 tables are provided. Appendixes include the Details on the Log-Linear Analysis of Participation in ABE. (YLB)

ED 276 924 CG 019 541

Child Abuse Prevention Handbook. Revised.
California State Office of the Attorney General, Sacramento. Crime Prevention Center.
PUB DATE- Aug 85
NOTE- 67p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; Children; Child Welfare; Criminals; Law Enforcement; *Legal Responsibility; *Prevention; Sexual Abuse; State Legislation
IDENTIFIERS- *California; California Child Abuse Reporting Law; *Reporting Procedures

This handbook was written to heighten public awareness and understanding about child abuse and to serve as a practical aid for persons who work with children, who are in the field of child abuse prevention, and who are mandated to report suspected cases of child abuse under the California Child Abuse Reporting Law. It provides an overview of the laws, practices, and procedures for the prevention, detection, reporting, treatment, investigation, and prosecution of child abuse. It is designed to assist educators, health practitioners, law enforcement officers, child care workers, social workers, probation officers, and the general public in understanding their respective responsibilities under state law. The first section examines the issues of physical abuse, physical neglect, sexual abuse, emotional maltreatment, and the extent of the problem. The second section is concerned with identifying the child abuser. The third section addresses professional responsibilities for reporting child abuse by the schools, child care providers, the medical community, child welfare services, probation, law enforcement, and the legal community. The fourth section concerns prevention, intervention, and treatment, and the final section examines the role of the community. Appendices contain child abuse reporting forms; California Child Abuse Reporting Law, and sections on dependency proceedings, child abuse crimes, investigation of child abuse crimes, guidelines for investigation of child abuse in group homes or institutions, and confidentiality. (NB)

Gold, Deborah T.

Sibling Relationships in Old Age: A Typology.

PUB DATE- Nov 86
NOTE- 25p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Classification; *Family Relationship; Interpersonal Relationship; *Older Adults; *Siblings

The relationships between siblings in old age have not received much attention in social science literature. However, some researchers suggest that a reawakening of interest in and contact with siblings occurs for many people during the last part of life. Different kinds of sibling relationships that exist between older people and the ways in which each type meets or ignores the social and psychological needs of older people were examined in this study. Five types of sibling relationships emerged from data collected in open-ended interviews with 30 men and 30 women over the age of 65 who had at least one living sibling. The relationship types included Intimate (17%), the Congenial (28%), the Loyal (35%), the Apathetic (10%), and the Hostile (10%). Each type reflects a discrete pattern of instrumental support, emotional support, and contact as well as a different degree of closeness, envy, resentment, approval, and involvement with the sibling. The distribution of same-sex and cross-sex dyads among the types suggests gender differences in sibling interactions. According to the responses of the participants in this study, although the sex of the respondent did not significantly affect the position of the dyad in typology, the gender composition of the dyad did. Examining sibling relations across the life span would increase our understanding of the social and cultural contexts in which life-long sibling loyalties are fostered. Tables and a three-page reference list are provided. (Author/ABL)

A Collection of Selected Summaries from Books and Periodicals in the Field of Literacy and Adult Education Received by the IIALM during the First Half of the Year 1984 = Une collection des resumes choisis des livres et des periodiques, dans le domaine de

l'alphabetisation et de l'education des adultes recu par l'IIALM pendant la premier moitie de 1984.

International Inst. for Adult Literacy Methods, Teheran (Iran).

PUB DATE- 86
NOTE- 112p.
LANGUAGE- English; French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Abstracts; Adult Development; *Adult Education; *Adult Literacy; *Adult Programs; Educational Research; *Illiteracy; *Literacy Education; Periodicals; *Teaching Methods
IDENTIFIERS- *International Institute for Adult Literacy Methods

Based on material received by the International Institute for Adult Literacy Methods during the first half of 1984, this issue contains selected summaries of books, articles in periodicals, and conference and seminar reports published in the field of literacy and adult education. Some of the issues addressed include (1) the role of adult education in social and economic progress in different countries, (2) the status of world illiteracy, (3) teaching the literacy and numeracy skills to handicapped and deaf adults, (4) recent developments in literacy, (5) illiteracy in industrialized countries, and (6) proceedings of the international conferences on literacy and adult education. The material is presented in English and French. (JD)

ED 276 997 CS 210 091

Gambell, Trevor J.

Teaching Literature K-12: A Canadian Perspective.

Canadian Council of Teachers of English.

PUB DATE- Jun 86
NOTE- 195p.; This document is the report of the CCTE Commission on the Role of Literature in the English/Language Arts Classroom.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Literature; Canadian Literature; Censorship; Childrens Literature; Curriculum Evaluation; Elementary Secondary Education; *English Curriculum; Foreign Countries; Literary Genres; *Literature Appreciation; Reader Response; Reader Text Relationship; Reading Materials; *Reading Material Selection; Reading Programs; Student Reaction
IDENTIFIERS- *Canada

Focusing on literature and the teaching of literature, this monograph presents and discusses salient issues, inviting the reader to participate in the dialogue. The first section following the introduction presents reasons for teaching literature and discusses the types, quality, and selection of literature, as well as literature and values. The second section deals with censorship in Canada, focusing on the following: (1) a case study, (2) what constitutes censorship, (3) what happens to challenged materials, (4) censorship and literary quality and effects of literature on students, (5) a challenged materials policy, and (6) challenged books in Canadian schools. The third section treats four aspects of growth in response to literature: early experiences with literature, literature in the elementary school, adolescent literature, and reading and response processes. The fourth section discusses three aspects of the teaching of literature--encouraging interpretation and response, the role of the English/language arts teacher, and literature in the English/language arts curriculum--and includes a selected review of literature in Canadian curricula. Finally, a concluding section reaffirms the place of literature in both the English/Language arts curriculum and the broader context of a humanistic education. A list of over 100 references is appended. (JD)

ED 277 040 CS 210 254

Stevenson, Jean
Weaving Connections with Language Arts.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- Class Activities; *Cognitive Development; *Curriculum Design; Elementary Education; Instructional Design; *Integrated Activities; *Interdisciplinary Approach; *Language Arts; Librarians; Reading Instruction; *Teaching Methods; United States History

By integrating the language arts across the curriculum, teachers and librarians can help students make connections between what they already know and new material. Teachers committed to this approach need to spend time planning, executing, and evaluating the process and to bring the following essential components to the classroom: (1) love and respect for children, (2) love of both adult and children's books, (3) willingness to share reading with children and to listen to their comments, (4) imagination and curiosity, and (5) time and flexibility. Students can benefit from class projects assisted by a librarian. By reviewing such sources as "Children's Catalog" and "The Horn Book," the librarian can assemble a selection of books from various genres addressing different aspects of the subject being studied. The class should be consulted for ideas. Biographical information on the authors can be provided. Weekly vocabulary lists can be developed from the readings and teachers and students can keep logs to record comments about the learning experience. (The appended bibliography is based on the example of a class project in American history, and contains notations indicating reading and interest level, and whether the book is fiction, nonfiction, legend or folktale, poetry, adventure, humor, or fantasy.) (JD)

ED 277 125 EA 019 040

Walberg, Herbert J., Ed.; Keefe, James W., Ed.
Rethinking Reform: The Principal's Dilemma. A Special Report of the NASSP Curriculum Council.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-193-5
PUB DATE- 86
NOTE- 73p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, P.O. Box 3250, Reston, VA 22090 (Order No. 2108614; $6.00 plus $3.00 shipping and handling; quantity discounts; orders totaling less than $15.00 must be prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Curriculum Development; *Educational Change; Educational Quality; High Risk Students; *Instructional Leadership; *Leadership Responsibility; *Principals; *School Administration; School Schedules; Secondary Education

Principals can meet the challenges posed by the educational reform movement only by identifying and confronting each dilemma and exerting educational leadership amidst all the confusion. This report discusses leadership dilemmas and suggests effective strategies for resolving them. The title of each chapter is in the form of a question. The introductory chapter offers concise definitions that answer the question, "what dilemmas?" The second chapter asks if reforms are like swinging pendulums and details patterns of reaction and counterreaction in past and present reform movements. The solution is not the midpoint balance, but Dewey's method of abandoning opposing opinions and approaching the problem in a new light. Unfortunately, there has been no impartial body to speak out for American public education since the Educational Policies Commission's demise almost 20 years ago. Meanwhile, principals must learn to be educational leaders, not mere managers, and schools must rise above fads to reflect the best in society. The next chapter questions whether reforms are needed and responds affirmatively on the basis of recent blue ribbon reports and changes in public support and student demographics. Succeeding chapters explore curriculum design and integration, facets of school administration, the plight of high risk youth facing more stringent academic standards, and school scheduling alternatives. The last two chapters focus on educational quality, reviewing effective instruction elements and teachers' expectations regarding low achievers. References are included at the end of each chapter. (MLH)

ED 277 139 EA 019 057

Chalker, Rhoda N.; Horns, Virginia
Family Status and School Achievement.
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Family Structure; Latchkey Children; Learning Processes; Nuclear Family; One Parent Family; Performance Factors; *Preadolescents; *Reading Achievement; Reading Tests; School Effectiveness; Stepfamily; *Student School Relationship; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Alabama; Stanford Achievement Tests

This study tested the hypothesis that there is no significant difference in reading achievement among children in grades 2 through 5 related to family structure. Researchers administered the Stanford Achievement Test to 119 students in an Alabama city suburban school system. Of the sample, 69 children lived in intact families and 50 lived in either single parent or "blended" families. A blended family is defined as a child living with a stepfather or stepmother. In addition to the test, pupils completed a demographic data sheet. Analysis upholds the hypothesis in grades 2 through 4;; subjects in grade 5 who were in intact families, however, exhibited higher scores in reading achievement than did those from other family types. These findings suggest that students in grade 5 may experience preadolescent changes that affect achievement. Furthermore, a cumulative effect among poor readers could present itself by grade 5. Demographic data reveal more "latchkey" children from single parent and blended families in upper grades than in lower grades. Results indicate that teachers should not assume that students living in a family situation other than an intact structure will exhibit a difference in achievement scores. Two tables of data are appended. (CJH)

ED 277 167 EC 191 372

Bakke, Thomas W.
Existing and Emerging Technologies in Education: A Descriptive Overview. CREATE Monograph Series.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84

NOTE- 39p.; For other monographs in this series, see EC 171 371-376.
GRANT- G008302861
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Artificial Intelligence; Artificial Speech; *Computer Assisted Instruction; *Computer Networks; Databases; *Educational Technology; Electronic Mail; Elementary Secondary Education; Information Retrieval; *Information Technology; *Learning Disabilities; Resource Centers; Teleconferencing; Videodisks; Videotex

Second in a series of six monographs on the use of new technologies in the instruction of learning disabled students, the paper offers a descriptive overview of new technologies. Topics addressed include the following: (1) techniques for sharing computer resources (including aspects of networking, sharing information through databases, and the use of electronic bulletin boards and computer conferencing); (2) barriers to centralized information retrieval; (3) instructional uses of videodiscs; (4) videotex application; (5) intelligent computer assisted instruction; (6) the use of peripherals to enhance instruction (including speech synthesis, speech recognition, and nonvocal communication); and (7) computer resource centers. The monograph concludes with a discussion of current barriers to the effective use of technology in the schools. (JW)

ED 276 983 CS 008 628

Greif, Ivo P.
A Study of the Usefulness of Two Syllabification Rules.
PUB DATE- 81
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Definitions; Language Usage; *Phoneme Grapheme Correspondence; *Phonics; *Pronunciation; Reading Comprehension; *Reading Research; Reading Skills; Standard Spoken Usage; *Syllables; Vocabulary Development; Vocabulary Skills; Word Study Skills

A study examined the usefulness of two rules of syllabification: (1) if the first vowel or vowel digraph in a word is followed by two consonants that are not parts of a consonant digraph, the first syllable ends with the first of the two consonants, such as, nor-mal; and (2) if the first vowel or vowel digraph in a word is followed by a single consonant, that consonant usually begins the second syllable, such as, so-lo. Using 16,620 words from the "Scott Foresman Advanced Dictionary," the study concluded that the chances of correctly syllabifying all the words in the language containing vowel-consonant-consonant-vowel (VCCV) patterns are 43%, using rule one. Also, the chances of correctly syllabifying all of the words in the language containing VCV patterns are 32%, using rule two. Finally, the chances of correctly syllabifying all two-syllable words in the language are 39%, using both rules as they apply. It is clear that these rules, even in their best form, should not be taught. For syllabification, pronunciation, and definition, the dictionary is the best source. (SRT)

Schliessmann, Michael R.
The Ethics of Western Rhetoric as a Basis for Teaching Foreign Students.
PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Controversial Issues (Course Content); *Foreign Students; *Freedom of Speech; Higher Education; Intercultural Communication; Public Speaking; Rhetorical Invention; *Speech Communication; *Speech Instruction

An increase in foreign student enrollment and subsequent questioning of traditional concepts of western rhetorical practice, particularly freedom of speech, resulted in an evaluation of current teaching practices in South Dakota State University's basic speech communication course. In a summer session course, 36 international students responded to a survey asking them to describe the best imagined speaker. The majority of respondents focused on traditional delivery mechanisms, but made little mention of free speech values. In the basic speech course, appreciation for freedom of speech is fostered through discussion of controversial issues. However, many foreign students come from countries where free speech is not a political right and where many feel it is improper to criticize their government. When students in the summer course were asked to prepare speeches detailing a harm in an existing policy system, only two students dealt with issues directly associated with their countries. Furthermore, some students indicated privately that they feared being reported to their government by their colleagues. Since the students were not forced to address problems in their own countries, an ethical dilemma was averted. Still it was clear that the concept of free speech should be discussed explicitly in such courses. (SRT)

ED 277 071 CS 505 453

Holland, Ilona E.
Nonstandard English on Television: A Content Analysis.
PUB DATE- May 86
NOTE- 42p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Dialects; *Black Stereotypes; Characterization; *Language Usage; *Nonstandard Dialects; Programing (Broadcast); *Racial Bias; Standard Spoken Usage; *Television; *Television Research; Television Viewing

A study analyzed the features of nonstandard English spoken on television during the hours when children are most likely to be watching. A grammatical analysis of the speech of 150 television characters revealed that, in general, television presented a homogenized version of nonstandard English. The relative frequency of usage of nonstandard English was highest among males and blacks, depending on the role they portrayed. Although black characters were found to have the highest incidence of variants per person on television, their speech contained few features characteristic to black English, as described by Labov and Burling. The results suggest that nonstandard English may essentially be a device used for stereotyping television characters into categories of the power assertive, the comedian, and/or the victim. (References, tables and figures are appended.) (Author/SRT)

ED 277 086 EA 018 275

Long-Term School Improvement Data-Based at Centennial High School. Profiles: Programs & Products. Goal Based Education Number 43.

Northwest Regional Educational Lab., Portland, OR. Goal Based Education Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 8p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Attendance; *Educational Improvement; Educational Planning; High Schools; Participative Decision Making; Pilot Projects
IDENTIFIERS- *Centennial School District OR

Centennial High School in Gresham, Oregon, was one of three pilot schools selected in 1983 to use a research-based school improvement process developed by the Northwest Regional Educational Laboratory. In the process, the local school establishes a leadership team to manage school improvement, collects data on student performance, uses the data to determine a high priority improvement goal, selects and implements practices that research has shown can help to meet the goal, and monitors progress toward goal achievement. Following its establishment of a leadership team and its assessment of needs based on student performance data and teachers' perceptions of problem areas, Centennial established as its two major goals a 50 percent reduction in attendance problems and 10 percent increases in achievement test scores, enrollments in advanced classes, percentages of time on task, and success rates on tests and assignments. This report describes the specific steps taken at Centennial, the use of inservice training in the program, the extent of teacher participation, the school's success in reaching the stated goals, and the school's continuing efforts at improvement. (PGD)

ED 277 099 EA 019 004

McMurray, Alan R.; Bentley, Ernest L., Jr.
Situational Leadership in Education: Realistic Data for Reform Decisions through Action Research.
PUB DATE- Nov 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 9-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Administrators; Decision Making; Elementary Secondary Education; Employed Women; Employer Employee Relationship; Interviews; Leadership Qualities; Leadership Responsibility; *Leadership Styles; Organizational Theories; Personality Measures; *Personnel Management; Research Needs; Research Utilization; Teacher Administrator Relationship
IDENTIFIERS- *Hersey Blanchard Situational Leadership Model; *Tennessee

Theoretical concepts about situational management decisions are incorporated in an investigation of school administrators in Tennessee to determine (1) whether administrators can be identified who possess specified leadership characteristics and (2) if those leaders consider employee maturity criteria when selecting employees for tasks. The study focuses on Hersey and Blanchard's concept that followers' maturity levels are integral to leadership style. Utilizing the high flexibility/high effectiveness leadership characteristics from the theorists' instrument, researchers interviewed 66 school administrators to investigate the two study goals. Findings are presented in 15 tables. The study's primary purpose was accomplished; one-third of respondents scored above cutoff points for high flexibility/high effectiveness, thereby falling within high performance ranges. Regarding age, older men were proportionately better represented than younger men in the high performance categories; data for females do not show this trend. Twenty-nine percent of males scored in the two categories, compared to 50 percent of females. Respondents identified all but one maturity criterion as factors in choosing subordinates for tasks. Systematic research is needed to verify the use of maturity criteria, the male-female proportion in the high performance range, and the disparity in time females spend in classroom experience before obtaining administrative positions, as compared to males. (CJH)

ED 277 112 EA 019 023

Turner, Glenn
Nascent Schemes for Teacher Appraisal: Developments in Britain.
PUB DATE- 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Foreign Countries; National Surveys; *Teacher Evaluation
IDENTIFIERS- *Great Britain

Although teacher evaluation is well established in other English-speaking countries, it has only recently become a significant educational issue in Great Britain. In 1984 the School of Education at Great Britain's Open University began research on pioneering efforts in teacher evaluation among the country's individual schools. The first stage of this research, reported in this paper, focused on gathering and classifying information on the teacher evaluation programs. Using information volunteered by 56 schools, the researchers prepared a database and sent each school its own entry for verification. The teacher evaluation systems tended to share the following features: (1) appraisal was routine and ongoing; (2) the system was explicit rather than implicit; (3) the methodology was discernable and understood by the teachers; and (4) followup was provided in the form of faculty development. Four approaches to appraisal were identified, and appraisal methods used in these approaches included observation, interviews, use of documents, consultation with other individuals, and self-evaluation. Although the primary purpose of these independently developed programs appeared to be formative, with faculty development the central goal, the government is now advocating nationwide adoption of the kind of summative evaluation program in which the schools have shown little interest. (PGD)

ED 276 854 CE 045 939

Nursing Assistants for Long-Term Care. Performance-Based Instructional Materials.

Indiana Univ., Bloomington. Vocational Education Services.

SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- Dec 85
NOTE- 614p.
AVAILABLE FROM- Vocational Education Services, Indiana University, 840 State Road 46 Bypass, Rm. 111, Bloomington, IN 47405 ($20.50).
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Accident Prevention; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; *Competency Based Education; Death; Ethics; Health Facilities; *Health Services; Hygiene; Individual Development; Interpersonal Communication; Learning Activities; Legal Responsibility; *Medical Services; *Nurses Aides; *Nursing Homes; Postsecondary Education; Safety; Secondary Education; State Legislation; State Standards

IDENTIFIERS- Indiana; *Long Term Care; Long Term Care Facilities

This guide is intended to assist students enrolled in programs to train nursing assistants for employment in an Indiana long-term health care facility. The first part discusses human development (growth, aging, and dying); communication with residents; sexuality; legal, ethical, and professional responsibilities of nursing assistants in long-term care facilities; and accident prevention and safety. Provided next are duty sections covering the following 16 topics: following procedures to ensure medical asepsis and cleaning; positioning, moving, ambulating, and transferring residents; making beds for and bathing residents; assisting with oral hygiene and hair and nail care; dressing and undressing residents; assisting with urine elimination, nutrition, and hydration; administering special skin care to residents; using supportive and protective aids; providing daily care; determining residents' vital signs; weighing residents; and preparing to admit them. Each duty section contains some or all of the following: introductory text; definitions of key terms; a list of necessary equipment and supplies; and suggested notes outlining prerequisites, a performance objective, key terms, equipment and supplies, audiovisuals and supplies, step-by-step procedures, key points, and activities/assignments for each duty. Appendixes include resource panels with names and affiliations of the members of ths subcommittee of the Indiana Health Facilities Council and expert review panel that oversaw production of the guide, comparison chart of duties and tasks, master list of equipment and supplies, bibliography, glossary, and excerpts from the Indiana Health Facilities Rules. Indexes of duties and tasks and transparencies are also provided. (MN)

ED 276 868 CE 045 980

Price, William T., Jr.
Adult Marketing Education for the Small Business Sector: A Status Report.
PUB DATE- 6 Dec 86
NOTE- 16p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Business Administration; *Business Education; Distributive Education; *Educational Needs; Entrepreneurship; *Marketing; *Small Businesses

A study identified and analyzed adult marketing education services that have been and are currently being provided for the small business sector. The methodology involved a literature review and a mail survey of all secondary and postsecondary marketing education state supervisors listed in the 1985-86 State Supervisors Directory. Of the 54 supervisors listed, 50 responded, yielding a 93% return rate. Findings indicated that a slight majority of states provided adult marketing education offerings through both secondary and postsecondary programs; a substantial number provided these offerings only through postsecondary programs. A majority offered adult marketing education specifically for small business owners. Types of offerings being provided included creating a business image, employee supervision, keeping business records, tax matters, inventory control, computer use, human relations training, and sales training. A majority of respondents believed marketing education should provide entrepreneurship training and that provision of adult offerings for small business owners could improve the overall image of secondary and postsecondary marketing education programs. Study results indicated a need to revitalize the national reporting system of enrollments that was suspended in 1983-84. More emphasis on adult marketing education was needed in these areas: securing and determining capital needs, selecting employees, estimating small business potential, identifying a market, developing a sales promotion plan, training employees, insurance matters, and credit collections. Four tables are included. (YLB)

ED 276 896 CE 046 027

Tri-County High School. An Alternative.

Tri-County High School, Clarksburg, WV.

PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counseling Techniques; Curriculum; *Dropout Prevention; *Dropout Programs; Evaluation Criteria; High Schools; Individualized Education Programs; *Individualized Instruction; *Nontraditional Education; Parent Participation; *Potential Dropouts; Program Content; Referral; Student Evaluation; Student Placement; *Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982

Tri-County High School in Clarksburg, West Virginia, uses a nontraditional approach to educating actual and potential dropouts from schools in surrounding areas. The primary objective of the program is to enable students to develop adaptive behaviors and adequate skills to return to the regular classroom. The initial screening for admission into the program is done by designated home school personnel and includes assessment of Job Training Partnership Act (JTPA) qualifications, prior School Based Assistant Team Referrals, and previous home school efforts. While participating in the Tri-County program, students not only receive individual help in English, reading, math, science, and social studies, but also complete units of study in occupational survival skills and vocational training at the adjacent United Career Center. Students are periodically considered for reassignment to their home schools or may be referred to any of a number of other programs, such as preparation for the General Educational Development test, vocational training, or work force or job placement. This program guide includes the following: a program overview; statement of program philosophy and goals; description of target students; guidelines for initial screening, determining JTPA eligibility, referring students, developing contracts and individual education plans, encouraging parent/guardian involvement, reassigning or dismissing students, and providing counseling; and a description of the curriculum. Assorted forms are appended. (MN)

ED 276 910 CG 019 525

Wasow, Mona; Coons, Dorothy H.
Widows and Widowers of Dementia Victims: Their Survival after Spouses' Death.
PUB DATE- Nov 86
NOTE- 19p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Death; *Grief; Mental Disorders; Middle Aged Adults; Older Adults; *Social Support Groups; Spouses; Stress Variables; *Widowed
IDENTIFIERS- *Alzheimers Disease; *Caregivers

The grieving process for widows and widowers of Alzheimer's victims is a uniquely complicated and painful one. To examine this issue, an exploratory study was conducted of 27 females and 13 males whose spouses, all dementia victims, had died between 3 months and 3 years prior to the study. In addition to these 40 interviews, an extensive literature review was done on caregivers of dementia victims and on coping strategies of people under stress. Eighty questionnaires completed by relatives of deceased Alzheimer's victims from a previous study (Coons et al., 1983) were also reviewed. Although an analysis of these data suggests that coping mechanisms for survival seem as infinite as the number of respondents, a few key issues did emerge: (1) transition into a nursing home seemed to be the most consistent trauma for caregivers; (2) experiences with nursing home placement varied from the extreme positive to the extreme negative; and (3) respondents reported that their caregiving experience made them stronger (N=25), more accepting (N=15), bitter (N=9), or weaker (N=10). Some respondents reported the help they received by remaining in support groups after the death of their spouse. Respondents felt that caregiver support groups should incorporate practical issues, caregiver needs, and help with nursing home placement into their programs. (NB)

ED 277 182 EC 191 387

Understanding the Decision to Parent: Unit 6. Parent Education Workbook for Mainstreamed Students. Part I: Relationships. Contemporary Parenting Choices. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-2505-9
PUB DATE- 85
NOTE- 62p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Rearing; Costs; Decision Making; High Schools; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; *Parenthood Education; *Parent Responsibility; Workbooks

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the sixth in the Relationships part of the workbook, focuses on the decision to parent and includes individual lessons on ways people parent, parental responsibilities in caring for children, what children learn from the examples of their parents, what parents can expect of their children, how much it costs to raise a child, how parenthood changes one's life, why people choose to have or not have children, personal feelings about parenthood, and responsibilities in making a decision to parent. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

ED 277 197 EC 191 704

Carmen, Jeffrey A.; And Others

The Use of Biofeedback in Treating the Self-Mutilative Behaviors of a Child with Lesch-Nyhan Syndrome: A Pilot Study.

PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Behavior Disorders; Behavior Modification; *Biofeedback; Electronic Equipment; *Mental Retardation; *Multiple Disabilities; Self Control; Self Destructive Behavior; *Self Mutilation
IDENTIFIERS- *Electromyography; *Lesch Nyhan Syndrome

The pilot study focused on the effective design of adaptive biofeedback equipment for use in the control of self-mutilating behaviors in individuals with Lesch-Nyhan syndrome, typically characterized by apasticity, mental retardation, and violent biting of the lips and fingers. Utilizing an electromyographic (EMG) monitor and a custom-designed relay connected to either a computer game or a tape player, a 15-year-old male learned to control sudden high levels of arousal-related muscular tension which were the antecedents of self-abuse. A subsequent study of the experimental treatment protocol (rather than the viability of the instrumentation) is proposed. (Author/JW)

ED 276 811 CE 045 809

1986 Agricultural Chartbook. Agriculture Handbook No. 663.
Department of Agriculture, Washington, D.C.
PUB DATE- Nov 86
NOTE- 122p.; Photographs will not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 001-019-00488-6).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Agricultural Occupations; Agricultural Personnel; *Agricultural Production; Agricultural Supplies; *Agricultural Trends; *Agriculture; *Consumer Economics; Developed Nations; Developing Nations; *Economic Factors; Employment Patterns; Exports; Field Crops; *Food; Government Role; Income; Inflation (Economics); Living Standards; Nutrition; Producer Services; Productivity; Rural Economics
IDENTIFIERS- United States

This book contains 310 charts, tables, and graphs containing statistical information about agriculture-related commodities and services, primarily in the United States, in 1986. The book is organized in seven sections that cover the following topics: (1) the farm (farm income, farm population, farm workers, food and fiber system, agriculture and the general economy, assets and finance, prices, inputs, costs and returns, land use, land values, land ownership and drainage, irrigation, conservation, productivity, and cooperatives); (2) population and rural development (farm-dependent counties, population and income, poverty, taxes and employment, local government, and rural finances); (3) the consumer (economic indicators, consumer prices, farm share, food marketing costs, food consumption, family food costs, Vitamin E, diet, and family economics); (4) food and nutrition programs (food stamps, Women, Infants, and Children--WIC--program, child nutrition and food distribution); (5) U.S. trade and world production (farm trade, international indicators, United States trade, world production, and world trade); and (7) commodity trends (livestock, dairy, poultry, wheat, rice and other grains, commodity stocks and fats and oils, fibers, vegetables, fruit, nuts and tropical products, tobacco, and transportation). A subject index to the charts includes contact persons for the charts. (KC)

ED 276 826 CE 045 842

Boffy, Roy; Bailey, Pauline
Learning in YTS--Design and Integration Issues. Coombe Lodge Working Paper. Information Bank Number 2084. Draft.
Further Education Staff Coll., Blagdon (England).
PUB DATE- 85
NOTE- 88p.; A draft text submitted to the Manpower Services Commission.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Articulation (Education); Case Studies; Coordination; *Curriculum Development; Foreign Countries; *Fused Curriculum; *Instructor Coordinators; *Integrated Curriculum; Job Training; Participative Decision Making; Program Design; Special Education; Student Evaluation; Student Participation; Training Methods; Work Experience Programs; *Youth Programs
IDENTIFIERS- Great Britain; *Youth Training Scheme

This manual is intended to assist managers of Great Britain's Youth Training Scheme (YTS) programs in designing a coherent, integrated training program that is based on training methods that are (1) suited to the individual learning styles of trainees and (2) designed to help students understand the connections between different components of the program. The introductory section defines the term integration, provides a practical example of an integrated job training program, and discusses the issues of relevance and integration. The second section includes a case study of the process of designing an integrated YTS program; discussions of the role of communication and consultation, induction, and core skills; guidelines for planning what is to be done where; and procedures for integrating the planned work experience and off-the-job training components of YTS. Discussed in a section on training methods for integration are the relationship between integration and learning and participative learning in the workplace, off-the-job training, and reviews and consultations on student performance. The final section is a summary guide on the steps to integration. It contains cross-referenced lists of processes and managing agent, tutor, and supervisor roles with respect to the following aspects of YTS: planning, communication, induction, participative learning, review, and consultation. Appendixes include addresses of Manpower Services Commission (MSC) training division area offices and accredited centers and staff training coordinators. (MN)

ED 276 925 CG 019 542

Keith, Joanne; And Others
Michigan Early Adolescent Survey: Final Report.
Michigan State Univ., East Lansing. Cooperative Extension Service.
REPORT NO.- 4-H-1338
PUB DATE- 85
NOTE- 62p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
AVAILABLE FROM- Cooperative Extension Service, Michigan State University, Bulletin Office, Box 6640, East Lansing, Michigan 48823 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Coping; *Family Relationship; *Leisure Time; Needs Assessment; *Parent Attitudes; *Self Esteem; Sex Role; State Surveys; Stress Variables; *Youth Programs
IDENTIFIERS- *Michigan

This document contains the final report from the Michigan Early Adolescent Survey, a study undertaken to: (1) develop a profile of Michigan early adolescents that focused on out-of-school time and included biological, psychological, and sociological information; (2) develop a profile of families which included early adolescents; (3) assess the developmental needs of Michigan early adolescents and their families; (4) identify how early adolescents used their out-of-school time and how they would like to use it; and (5) gain information related to specific 4-H Youth Programs topics. Data presented in the report are results of a state-wide survey of 304 early adolescents and their parents conducted in 1983. Descriptive findings are reported on self-esteem, self-management, career exploration, sex role attitudes, and stress and coping. In relation to the early adolescent in the family, findings are reported on the topics of family communication, relationships, time and activities, parental expectations for early adolescents, and parental needs for help with teaching their youth skills. Topics related to outside of school activities are after school care, youth groups, out-of-school classes, and television. The last section gives the findings on early adolescents and handicappers, school, pets, and snacks and nutrition. (NB)

ED 276 940 CG 019 557

Haas, William H., III; Haas, Marilyn L.
Four Percent Fallacy Revisited: Urban and Rural Differences.
PUB DATE- Nov 86
NOTE- 26p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Death; *Hospitals; *Institutionalized Persons; *Nursing Homes; *Older Adults; *Rural Urban Differences
IDENTIFIERS- Long Term Care; Long Term Care Facilities

Cross sectional data indicate that about four percent of elderly persons reside in nursing homes. Yet many studies, some using death certificates, show actual risk of institutionalization is upwards of 25 percent. This paper presents a death registration study that examined all deaths in North Carolina and analyzed rural and urban differences. The results indicated that the urban elderly were not, in practical terms, more likely than the rural elderly to die in hospitals and long term care facilities. Rural elderly who died in a hospital or nursing home were more likely to die in a facility outside their county of residence than were their urban counterparts. The lack of facilities may force the elderly to leave their county of residence. Rural elderly were not more likely than urban elderly to die at home or outside of health facilities. However, this does not necessarily mean rural elderly do not enjoy stronger support networks than do their urban counterparts. The introduction of a nursing home into a rural county was related to a drastic reduction in the number of deaths which occurred in hospitals outside of the county and an increase in the number of long term care facility deaths. The introduction of a local nursing home, however, did not affect the percent of in-home deaths. Several tables are included. (ABL)

ED 276 955 CG 019 572

Placing Infants at Risk: Parental Addiction and Disease. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 21 May 86

NOTE- 149p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Alcoholic Beverages; *Congenital Impairments; Drinking; *Drug Abuse; Hearings; Infant Mortality; *Infants; Neonates; Pregnancy; Premature Infants; *Prenatal Influences; *Smoking

IDENTIFIERS- *Acquired Immune Deficiency Syndrome; *Alcohol Abuse; Congress 99th

This document presents witness testimonies and prepared statements from the Congressional hearing called to examine the severe health problems of infants whose mothers abused drugs, alcohol, or tobacco during their pregnancies, or who suffer from acquired immunodeficiency syndrome (AIDS). Opening statements are included from Congressmen George Miller and Dan Coats, and from Congresswoman Lindy Boggs. Witnesses include: (1) Elaine B. Arkin, the chairperson of the steering committee, Healthy Mothers, Healthy Babies Coalition; (2) Ira J. Chasnoff, assistant professor of pediatrics and psychiatry at Northwestern University Medical School; (3) Sterling K. Clarren, associate professor of pediatrics, University of Washington School of Medicine; (4) Jennifer Custis, a parent; (5) Lawrence Fenton, professor of pediatrics, University of South Dakota School of Medicine; (6) James S. Marks, assistant director for science, Center for Health Promotion and Education, Centers for Disease Control; (7) James Oleske, director, division of allergy, immunology and infectious disease, University of Medicine and Dentistry of New Jersey; (8) Joyce N. Thomas, director, division of child protection, Children's Hospital National Medical Center; and (9) Benjamin Walker, Jr., chief executive officer, Odyssey Foundation of New York, Inc. Letters and supplemental materials appear throughout the text. (NB)

ED 276 969 CS 008 588

Eckhoff, Barbara L.
How Basal Reading Texts Affect Children's Writing.

PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Child Language; Elementary Education; Language Acquisition; *Reader Text Relationship; *Reading Research; *Reading Writing Relationship; Textbook Research; *Writing (Composition); Writing Readiness
IDENTIFIERS- *Childrens Writing

A study investigated how children's writing reflects the syntactic complexity, style, and format of their basal readers. Subjects were 116 students drawn from 10 second, third, and fourth grade classrooms in two different schools located near Boston, Massachusetts. A matched group design was used, and students using a form of the "Ginn" basal series were matched with those using a form of the "Open Court" series. The various texts were analyzed for number of words per selection, t-units per selection, words per t-unit, and clauses per t-unit. Students' linguistic and comprehension abilities were assessed, as well as their knowledge of literature. They completed three writing exercises in response to different stimuli. Results indicated that the readers had a strong impact on children's writing. Those children using the "Open Court" series, which contained more elaborate structures than the "Ginn" series, tended to use more linguistically complex sentence structures, such as subordinate clauses, in their own writing. In addition, children in both groups tended to use the style and format of their basals as models for their writing. The findings suggest that publishers need to face the problem of writing texts that facilitate children's learning to decode words while at the same time providing adequate models of written English. (FL)

ED 277 012 CS 210 203

Pedersen, Elray L.
Computers and the Poetry Portfolio.

PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Graphics; *Creative Writing; English Instruction; High Schools; Microcomputers; *Motivation Techniques; *Poetry; Revision (Written Composition); *Teaching Methods; *Word Processing; *Writing Instruction
IDENTIFIERS- *Concrete Poetry

To make learning about various forms of poetry more interesting to high school students, this paper presents ideas based on an example and precept method of teaching instead of an analysis and explication method. In an introductory section, the paper explains how students will produce a poetry portfolio consisting of 10 or 12 types of poems such as haiku, limericks, concrete poetry, and cinquain. Next, the paper discusses the advantages of having students write and illustrate their poetry using microcomputers and word processing software. Appendixes provide sample assignments for 12 kinds of poetry, with a full explanation of each type, and examples of students' poetry. (SRT)

ED 277 026 CS 210 227

10 Ways to Improve Writing Skills. Research in Brief.
National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Teaching Methods; *Writing Exercises; *Writing Improvement; *Writing Instruction; Writing Research; *Writing Skills

Based on recent findings in writing research, this document offers the following recommendations on how teachers can improve the writing skills of their students: (1) spend time on activities that require real writing rather than short answers and fill-in-the-blank exercises; (2) have students spend more time putting their thoughts on paper in a logical, well-organized manner; (3) include research and brainstorming as part of writing assignments; (4) make writing assignments that are meaningful to the students; (5) stress the importance of drafts to the students; (6) respond to the ideas, not only the grammar and punctuation, in students' writings; (7) allow students to choose their own topics; (8) take advantage of writing skills that students use outside the classroom to help teach them in the classroom; (9) reward students who write clearly and concisely; and (10) use writing assignments to help students see that writing can help them in the real world. In addition, the document points out that writing is important because it is functional, stimulating, and therapeutic. (JD)

ED 277 041 CS 210 255

Gibbs, Sandra E., Comp.
Program to Recognize Excellence in Student Literary Magazines. 1986. Ranked Magazines.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Mar 87
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Awards; *Competition; *Creative Writing; Evaluation Criteria; Layout (Publications); Periodicals; Secondary Education; *Student Publications; Writing Evaluation
IDENTIFIERS- *Contests; Excellence in Education; *Literary Magazines; National Council of Teachers of English

In keeping with the efforts of the National Council of Teachers of English (NCTE) to promote and recognize excellence in writing in the schools, this booklet presents the rankings of winning entries in the third year of NCTE's Program to Recognize Excellence in Student Literary Magazines in the United States, Canada, and American schools abroad. Following an introduction detailing the evaluation process and criteria, the magazines are listed by state or country, and subdivided by superior, excellent, or above average rankings. Those superior magazines which received the program's highest award in a second evaluation are also listed. Each entry includes the school address, student editor(s), faculty advisor, and cost of the magazine. (SRT)

ED 277 154 EA 019 080

Leverett, E. Freeman
Legal Liability of School Board Members. Revised Edition.
National School Boards Association, Alexandria, VA. Council of School Attorneys.
REPORT NO.- ISBN-0-88364-107-0
PUB DATE- 85
NOTE- 28p.
AVAILABLE FROM- Publication Sales, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Boards of Education; Civil Rights; Constitutional Law; *Court Litigation; Elementary Secondary Education; *Legal Responsibility; School Law
IDENTIFIERS- Governmental Immunity; *Personal Liability; Supreme Court

This booklet reviews a broad array of factors affecting the immunity of school board members from personal liability for the results of their official acts. Among the factors examined are the federal doctrine of limited immunity as it applies to state officials; the possible extension of absolute immunity to school boards; the conditions under which school boards as official bodies that are legally constituted "persons" may be liable for their actions (according to the findings of the United States Supreme Court in "Monell v. New York City Department of Social Services"); the extent to which neglecting to prevent the unconstitutional activities of others may make the board member liable; and legal waivers of state sovereign immunity. Also addressed are procedural considerations relating to court litigation in cases involving claims of immunity; special immunity in cases involving claims of libel or slander; and claims under state law. The booklet also considers the damages to which board members may be subject, notes interesting cases in which the immunity doctrine has been applied, and points out nine actions that boards can take to reduce or avoid liability. (PGD)

ED 277 168 EC 191 373

Rubin, David; And Others
The Learning Disabled and Computer Based Education: Program Design Strategies. CREATE Monograph Series.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 33p.; For the other monographs in this series, see EC 191 371-376.
GRANT- G008302861
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; Courseware; *Educational Technology; Elementary Secondary Education; *Instructional Design; *Learning Disabilities; Learning Theories; *Material Development

Third in a series of six monographs on the use of new technologies in the instruction of learning disabled students, the paper explores program design strategies for computer-based instructional materials. Section 1 summarizes ideas related to models of perception and cognition, theories of instruction, and key characteristics of intelligent technologies. Section 2 analyzes the instructional effectiveness of two specific pieces of effective educational software ("Mastertype" and "Spelling Bee Games'" in terms of the ideas developed in Section 1. A final section discusses implications of these ideas for future research on the design of computer-based instruction. (JW)

ED 276 882 CE 046 003

Duffy, Thomas M.
Literacy Instruction in the Armed Forces. CDC Technical Report No. 22.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 57p.; Portions of this paper were presented at the National Adult Literacy Conference (Washington, DC, January 1983).
CONTRACT- NIE-Q830065
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Armed Forces; Educational Needs; *Educational Policy; *Enlisted Personnel; *Literacy; *Literacy Education; Military Personnel; Military Training; *Needs Assessment

This paper looks at efforts by the Armed Forces to identify where the need for literacy instruction exists and how to provide it when the need is identified. It begins by discussing the literacy context of a military career to provide a perspective on how literacy is or may be used in the services. The demands for literacy are shown to be much higher than for comparable civilian careers. Discussion then focuses on the development of literacy programs in the military, focusing on the evolving concept of literacy. Finally, the paper examines the current literacy policy, the major literacy programs under development, and the innovative uses of technology in literacy instruction. Computers receive a special emphasis. A five-page list of references is provided. (YLB)

ED 276 998 CS 210 107

Mudaly, S.
"Strike a Match" for Vocabulary Extension.

PUB DATE- May 86
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- *Class Activities; *Educational Games; Elementary Secondary Education; *English Instruction; Learning Activities; Reading Instruction; *Teaching Methods; *Vocabulary Development

Based on the notion that a "play-way" approach to vocabulary development is superior to rigid, formal lessons, this article presents a vocabulary extension exercise that takes the form of a word game with an element of competition. The method, procedure, and content are clearly outlined, followed by an example of a completed game on the blackboard. (JD)

ED 277 126 EA 019 041

Gluckman, Ivan

Statutory Protection for Principals: Tort Liability.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Dec 86
NOTE- 10p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; Courts; Elementary Secondary Education; *Injuries; *Insurance; *Legal Problems; *Principals; State Legislation; *Torts
IDENTIFIERS- *Liability Insurance; *Negligence

Due to increasing numbers of lawsuits, educators need protection against financial liability to persons claiming injury on school property or in school-related activities. This legal memorandum describes needed protections, discusses the National Association of Secondary School Principals' (NASSP) role in developing liability insurance, and compares statutory coverage by various states. Since 1969, all NASSP members have been entitled to broad-scale protection against damage awards; the current policy provides up to $400,000 in indemnity and civil legal defense claims. Many principals have additional coverage through state associations or school districts, but some district plans are not mandatory. Private coverage is either unavailable or extremely costly. At the present time, most states have mandatory safe-harmless statutes, but only six states offer mandatory liability insurance for educators. Highlights of Illinois, New Jersey, and Florida statutes are provided. NASSP members should find out what statutory protection against personal liability is provided in their individual states. Some statutes refer to "state employees" in general, not to educaators in particular. While a mandatory statute covering both damages and legal defense is ideal, even a permissive law offers a negotiation basis for employee benefits. (MLH)

ED 277 140 EA 019 059

Price, John L.
Classroom Management: A State Disseminated Model for Staff Development for Teachers and Administrators.
PUB DATE- 19 Nov 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Discipline; Elementary Education; Instructional Effectiveness; *Management Development; *Staff Development; Teacher Effectiveness; *Teacher Student Relationship
IDENTIFIERS- Arkansas; Clinical Supervision; *Program For Effective Teaching AR

Classroom management is a topic of perennial interest and concern to educators. This paper describes the background, development, and implementation of a classroom management model widely disseminated in Arkansas. The model is an outgrowth of two other programs implemented in 1979: the Program for Effective Teaching (P.E.T.) and clinical supervision. The P.E.T. model featured a classroom management component that many educators wanted to develop further. Dr. Carolyn Everton's work in a classroom organization and effective teaching study isolated six characteristics of successful classroom managers. A model based on Evertson's work and other research was developed and tested during the 1982-83 school year in six districts whose teachers had received P.E.T. training. Half of these teachers were given a one-day workshop on classroom management skills before school started. Results showed an appreciable difference between control and experimental groups. In 1983, a cadre of instructors was trained to disseminate the new model emphasizing prevention, wide use of resources, good instructional skills, and a positive classroom climate. While no statewide evaluation of the model has yet occurred, it shows great promise for using limited instructional time effectively. Included are 17 references. (MLH)

ED 276 841 CE 045 907

Kamga, Andre; Cheek, Jimmy G.
Factors Related to Adoption and Non-Adoption of Technical and Organizational Recommendations by Farmers Involved with Societe de Developpement du Cacao (SO.DE.CAO) in Cameroon. A Research Summary.
Florida Univ., Gainesville. Dept. of Agricultural and Extension Education.
PUB DATE- Dec 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Agricultural Production; Demography; Developing Nations; Educational Needs; *Extension Education; *Farmers; *Farm Management; Field Crops; *Pests; Program Attitudes; *Program Effectiveness; Program Improvement
IDENTIFIERS- *Cameroon; *Cocoa Farmers

In order to promote cocoa production and assist cocoa farmers in overcoming diseases in this crop, the government of Cameroon created an experimental corporation called Societe de Developpement du Cacao (SO.DE.CAO) in 1974. This organization functioned much like an extension service to provide information about crop production and disease control. A study was conducted to determine the extent to which demographic and situational characteristics and farmers' knowledge of black pod disease control and capsid control were related to adoption and non-adoption of SO.DE.CAO's recommendations. A sample of 413 cocoa farmers who participated in the program for 10 years was interviewed. These cocoa farmers were mostly married males with little education who had small farms and used mostly family labor. Almost all of the farmers said they knew how to spray for black pod disease and which pods to remove and that such practices were complementary. Only a few farmers knew that increasing the amount of insecticide was ineffective. Although the farmers knew that systematic treatment of all cocoa farms protected from capsid, relatively few knew the appropriate time for spraying. Based on the findings of the study, suggestions were made for further extension activities focusing on the use of recommended fungicide dosage, the mixing of different fungicides, and complementary practices; further education about capsid treatment; and further contact with those farmers who had the demographic characteristics associated with non-adoption of practices. (KC)

ED 276 984 CS 008 629

Greif, Ivo P.
A Study of the Adequacy of College Students' Vocabulary for Reading the Daily Paper.
PUB DATE- 82
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Context Clues; *Definitions; Higher Education; *Newspapers; *Pronunciation; Reading Comprehension; *Reading Research; Reading Skills; *Vocabulary Development; Vocabulary Skills

A study of the vocabulary adequacy of college students using words from a daily newspaper duplicated an earlier study using words from "Reader's Digest" which indicated a low level of adequacy. Two groups of 295 and 397 college juniors and seniors in teacher education courses indicated on a list of 80 words taken from a daily newspaper which ones they were sure they could pronounce and which ones they were sure they could define. Subjects were then asked to define or pronounce randomly selected words from those they had checked. Results indicated that the two groups could actually pronounce 50.8% and 52.3% respectively of the 80 words, and could actually define 19% and 18.75% respectively of the same 80 words. The study concluded that college students are not good at pronouncing words, but can pronounce more words than they can define. Also, they have little knowledge about meanings of words taken out of context, but apparently believe that if you can pronounce a word, you can read it. Improved methods for teaching vocabulary and greater demands on student achievement are needed to increase students' reading comprehension ability. (SRT)

ED 277 057 CS 505 432

Mikesh, Coleen
A Grounded Theory of Future Talk.

PUB DATE- May 86
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986). Print style may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Communication Research; Content Analysis; Decision Making; *Futures (of Society); Information Sources; Policy Formation; *Scientific and Technical Information; *Speech Communication; Speeches

A study examined the ways that people talk to policy and decision makers about the future and constructed a model of future talk. Specifically, speeches given to government policy makers about science and technology were analyzed in order to discover how people communicate information about the future. Each incident was reviewed and assigned a descriptive label or categories. The category system was developed from the data to reflect the nature of future talk. Categories included non prescriptive predictions, indirect prescriptions (prediction), prescriptions, contrasting time references, comparisons, personal/common vision, problem identification, synergistic references, emphasis on a macro view, future as an entity, emphasis on rate of change, and miscellaneous. These categories were in turn divided into three groups: causal cluster, temporal cluster, and communication cluster. Three predominant themes emerge as characteristics of how people talk about the future. First, future talk relates past and present events in order to foster better understanding and acceptance of the changes to come. Second, cause and effect relationships provide a fuller context for imagining and understanding possible futures in science and technology. Third, talk about the future tends to deal with competitive issues and comparisons. (A figure illustrating a model of future talk is included.) (SRT)

ED 277 072 CS 505 456

Anderson, Bernice; And Others
Television: What Do National Assessment Results Tell Us?
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- NAEP-15-R-02
PUB DATE- Dec 86
NOTE- 20p.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Reading Ability; *Reading Achievement; Reading Habits; *Reading Research; *Television Research; *Television Viewing
IDENTIFIERS- National Assessment of Educational Progress

A study examined the relationship between television viewing habits and reading achievement of students in grades 4, 8, and 11. Students, in addition to responding to the achievement and background exercises, answered three questions about their television viewing habits. Analysis of results showed that at all three grade levels, students who watched television six hours or more were much poorer readers than those who watched less. At grade 11, students who watched television two hours or less each day were better readers than those who watched three to five hours. This pattern follows at grades 4 and 8, although the differences were not as great. Results also indicated that the negative relationship between excessive television watching and reading performance is worst for white students and for students with well-educated parents. These results suggest that parents should modify their own television viewing behavior, monitor their children's television viewing, teach children to make intelligent choices, watch with their children, and advocate more responsible television programming. Educators should teach parents about the negative effects of television viewing, teach children how to evaluate what they see, incorporate excellent programs into instruction, and develop and suggest more positive after-school activities. (SRT)

Barrett, Sharon Fisher; And Others
Assessing Citizen Attitudes toward Local Education: Implications for the School Administrator.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 9-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Administrator Role; *Community Attitudes; *Community Involvement; Community Surveys; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Government School Relationship; Participative Decision Making; Politics of Education; Program Development; Research Methodology; School Community Programs; *School Community Relationship; *State Programs; Teamwork
IDENTIFIERS- *Task Force Approach; *Tennessee

This paper focuses on a community's educational improvement project in Tennessee that resulted from executive appointment of a citizen task force in each community. The paper reports project development and results; discussion emphasizes implications for school administrators. A joint task force, appointed in 1985, was directed to develop measurable goals that the community will expect the school system to attain and to develop a way to inform the community about schools' attainment of those goals. Area university researchers conducted a telephone survey of community attitudes, drawing a stratified random sample of 2 percent of 18,000 households. Questions administered to 257 interviewees concerned educational quality, teachers' salaries, and budgets. Opinions generally were supportive of strong educational programs. Task force members visited schools and administered a questionnaire to teachers. A "report card" graded cities on educational categories. The task force recommended greater ongoing public involvement with schools in receiving information, in participation, and in decisionmaking. The paper explores implications of the recommendations for administrators. Conclusions are that use of community resources is critical and that polling can determine community concerns before plans are established, thereby resulting

in a valid community school concept. Modern methods can enable administrators to restore communication with the community. (CJH)

ED 277 113 EA 019 024

Thomas, A. Ross
Up and Over with the Principalship Down Under?
PUB DATE- 18 Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *Administrator Qualifications; *Administrator Role; Administrator Selection; Educational Trends; Elementary Secondary Education; Foreign Countries; *Organizational Change; *Principals; Professional Development; Public Schools
IDENTIFIERS- *Australia

This paper examines the thesis that there is an emerging independence of role and a developing professionalism among Australian public school principals. Promotion to the principalship in Australia's state educational systems has traditionally been achieved through seniority; a systematic, orderly, upward progression from teacher to principal was assumed provided all assessments conducted en route were favorable. In recent years the states have begun to appoint some principals on the basis of specialized knowledge, skills, or experience, and others are being promoted on the basis of merit rather than seniority. These changes have also affected the principal's role. Formerly a representative of an entrenched state bureaucracy accepting direction from above, the principal is now expected to exhibit more individual initiative, take more responsibility, and act more autonomously. Interest in participative management has also grown. The professional development of administrators has rapidly become a critical concern and programs are emerging across the nation. To encourage and focus these changes in the principalship, the Australian Commonwealth Schools Commission authorized four studies of the principalship and of professional development programs. All of these developments provide grounds for optimism, though it is clear that a great deal of improvement remains to be achieved. Appendixes provide lists of criteria for promotion by merit and a chart illustrating areas for professional development. (PGD)

ED 277 198 EC 191 705

McCarthy, Eileen F., Ed.; Sage, Daniel D., Ed.
Evolving Organizational Structures in Special Education.
Arizona State Univ., Tempe.; Council of Administrators of Special Education, Inc.; Indianapolis Public Schools, Ind.; Indiana Univ., Bloomington.; University Council for Educational Administration.
PUB DATE- 85
NOTE- 95p.; A product of the Program Center for the Study of Leadership Behavior and Field Practice in Special Education Administration. Some charts contain small print.
AVAILABLE FROM- The Council of Administrators of Special Education, Inc., Indiana University, Education Building #226, Bloomington, IN 47405 ($10.00 for CASE members, $17.00 for non-members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Educational Administration; *Educational Trends; Elementary Secondary Education; Informal Organization; *Organizational Change; *Organizational Effectiveness; Organizational Objectives; School Districts; *Special Education; Urban Education

The monograph addresses evolving organizational structures in special education from the perspectives of theory and practice. The initial paper, "Issues in Organizational Structure" (D. Sage), focuses on how the multiple units and operations of the special education system should be related and how the management authority and responsibility for those operations are established and executed. Four case studies follow: "Overview of Organizational Structures within the Milwaukee Public School System's Exceptional Educational Program 1975-1985" (W. Malloy); "The Organizational Change of Special Services in an Urban Center: A Case Study" (V. Johnson); "Evolving Organizational Structures in Special Education: The Madison Example" (L. Gruenewald, R. Loomis); and "A Retrospective and Prospective View of the Minneapolis Public Schools" (K. Kromer). "Organizational Change Processes" (L. Burrello) discusses informal organizational structures, lists properties of organizational health (e.g., goal focus, cohesiveness, morale), analyzes processes described in the case studies, discusses interorganizational theory, and suggests local district approaches to effecting organizational change. The final two articles "Reflections on Evolving Organizational Structures" (J. Frymier) and "Evolving Organizational Structures: A Summary (E. McCarthy) summarize major themes presented in the case studies and other papers. (JW)

ED 276 869 CE 045 982

Harris, Robert C.; Wittkamper, John R.
T & I Teachers: Factors Influencing Their Decision to Teach.
PUB DATE- Dec 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Industrial Training; *Midlife Transitions; *Occupational Aspiration; Secondary Education; Teacher Attitudes; *Teacher Characteristics; *Teacher Motivation; Teacher Recruitment; Teacher Selection; Trade and Industrial Education; *Trade and Industrial Teachers; Vocational Education
IDENTIFIERS- Indiana

Trade and industrial (T & I) occupational programs require teachers who are occupationally competent. Because of this premise, all states select teachers on the basis of their occupational expertise in spite of the possible limitation of little formal education in a teacher education program. Thus, provisions are made to hire teachers from industrial settings. A substantial number of teachers enter the profession after working a number of years in industry. From the teacher's perspective, this transition from working in skilled occupations to working in public education settings constitutes an important career change. Given the age of most of these teachers, this transition frequently involves what has come to be known as a midlife career change. Understanding the decision-making processes and factors influencing these decisions provides valuable information both to prospective teachers and to their potential employers. A statewide study of 35 male trade and industrial teachers in Indiana utilized questionnaires and follow-up interviews. The research showed that the subjects' primary reasons for choosing to teach were related to personal needs--desire to work with young people, desire to have a challenge, desire to make a difference. Their decisions were often spurred by teaching experiences in industry. From these findings are drawn suggestions for recruitment, teacher selection, and the administrator's influence over the work environment. (Findings are analyzed with accompanying practical tips in a hand-out type format.) (KC)

ED 276 897 CE 046 032

Boucouvalas, Marcie
The History of Adult Education in Greece.
PUB DATE- Jul 86
NOTE- 32p.; Paper presented at the International Conference on the History of Adult Education (Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Educational Change; *Educational History; *Educational Opportunities; Educational Practices; Foreign Countries; *Government Role; *Nonformal Education; Postsecondary Education; Program Development; *Self Help Programs
IDENTIFIERS- *Greece

Adult education in Greece dates back to the time of Homer. Poetry and Panhellenic festivals were the earliest forms of adult education in Greece. By classical times, however, an entire learning society of human and material resources had been developed. Greek society experienced periods of high levels of culture and learning only to be conquered militarily by nations superior in warfare but less cultured in such areas as art, literature, and science. However, adult learning never seemed to have totally died out at any given period. Despite the elitism and exclusivity of some forms of education for adults (particularly higher learning), efforts have been directed periodically throughout Greek history to educate the mass populace and raise the general level of education for all adults. The development of free-standing or informal discussion groups and learning circles as a form of adult education is evident throughout Greek history. In modern times adult education is available through the following operating systems: formal education (basic and secondary education for adults, inservice teacher education, and vocational-technical education for adults); nonformal and informal education (programs sponsored by various government ministries; other government agencies such as banks and churches; and voluntary, semigovernmental, and private initiatives); and client systems and programs to provide self-help among selected groups (women, families, parents, farmers, rural residents, professionals, elderly individuals, youth, disabled persons, and returning emigrants). (MN)

ED 276 911 CG 019 526

Sinnott, Jan D.

Everyday Memory: With Equal Practice Does Age Influence Forgetting in a Two Year Period?

PUB DATE- 19 Nov 86
NOTE- 15p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Age Differences; *Longitudinal Studies; *Memory; *Older Adults; Recall (Psychology); *Retention (Psychology)

Memory studies involving older adults have typically been conducted in laboratory settings and have usually employed experimental tasks. Most results support cognitive decline. Most naturalistic experimental studies relate to spatial memory and test younger respondents. When older respondents are tested, the old sometimes outperform and sometimes underperform the young. Practice has not always been controlled. The rate at which respondents forget has not been examined. A study was conducted to examine everyday memory by investigating adults' memory for their daily experiences as volunteer participants in the Baltimore Longitudinal Study of Aging (BLSA). Subjects were 43 men and 36 women between the ages of 23 and 93 who took part in the BLSA. Younger and older respondents were given equal practice on everyday items and were tested three times within a 2-year period. Results demonstrated effects for time, with similar forgetting rates for young and old on almost all items. On two of three atypical items, the old forgot more slowly than did the young. These results suggest that for everyday memory items, at least, although absolute performance may be influenced by age and passage of time, the rate of forgetting may not be so influenced. (Author/NB)

ED 276 999 CS 210 108

Surajlal, K. C.
Vocabulary Extension through Poetry.
PUB DATE- May 86
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Discovery Processes; *Discussion (Teaching Technique); English Instruction; Foreign Countries; *Learning Strategies; *Poetry; Secondary Education; *Student Participation; Teaching Methods; *Vocabulary Development

Based on the notion that teaching vocabulary extension in isolation makes little impact on students, a three-part exercise, designed to develop students' vocabulary through poetry while providing meaningful enjoyment, uses the poem "The Hawk" by A. C. Benson. In the first class period, students are introduced to both the exercise and the poem and their thoughts and feelings about hawks are tapped through class discussion and a freewriting session. The second class period involves a careful reading of the poem, several at home exercises requiring students to explore the various uses of the word "hawk," and a class discussion. The final session requires students to complete 10 tasks at home that center on specific aspects of the poem, such as the setting, the terror of the bird, and the atmosphere of the moors. A class discussion follows this, and includes making a scrapbook based on the poem. (A list of seven poems for additional reading includes Tennyson's "The Eagle" and Gerard Manley Hopkins's "The Windhover.") (JD)

Moore-Smith, Mary
Themes, Style and Language Patterns of Selected Modern Black Poets.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Attitudes; Black Community; *Black Culture; Black Dialects; *Black Literature; Black Power; Black Studies; Creative Writing; *Cultural Images; *Language Usage; Literary Criticism; Literary Devices; *Literary Styles; Nonstandard Dialects; Poetry; *Poets; Racial Identification; Urban Language
IDENTIFIERS- *Black Poetry; Concrete Poetry

Modern black poetry has emerged as an art form whose viewpoint (theme), style (structure), and language (diction and usage) focus on a particular kind of sensibility and consciousness in conflict with the world in which the poetry moves. The black aesthetic addresses the consciousness of blackness and deplores traditional poetic niceties in favor of "poems that kill"--those whose themes are provocative, critical, and militant. The ugliness, despair, and anonymity that characterize the black experience in America surface in the works of many poets. The turbulence of the 1960s and 1970s demanded a turbulent poetic structure. Some poets imitated the street vernacular; others employed creative typography as a structural device. However, the key ingredient in the black poetic stance is language. The black arts poet attempts to elicit a vocabulary of response and feeling that is both painful and disgusting in language as begrimed and degraded as the life and issues the language depicts. An essentially urban expression, black poetry of this period made frequent use of signification or "playing the dozens." Humor is often used, along with insults and obscenities. But there is also linguistic elegance, such as virtuoso free-rhyming, hyperbolic and cryptic imagery, lazy rhythmic effects, and so on. (NKA)

ED 277 027 CS 210 228

Williams, William F.
Ideology and the English Class.
PUB DATE- 81
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Cognitive Processes; Cognitive Structures; Coherence; *English Instruction; Expressive Language; Group Unity; Higher Education; *Ideology; *Language Attitudes; Participation; Social Attitudes; Social Values
IDENTIFIERS- Discourse Modes

An English classroom contains both students of differing ideologies (that is, systems complete with centers that both express a desire and relieve anxiety) and teachers with their own ideologies. The potential for conflict is thus present. According to L. Althusser, however, the state provides certain apparatuses that prevent the formation of radically different ideologies, one of which is literature, which creates the reader, the subject. For J. Derrida, on the other hand, an ideology is a logical system, a structure, that is centered on one term of an opposition (such as good-evil) and functions only by ignoring the ennobling power of the other term. F. de Saussure considers language not a system but discourse. If an English teacher regards language as a system that stands outside the speaking subject, then the appropriate mode of instruction would involve drill, correction, and testing. If language is discourse, then the appropriate mode of instruction would involve establishing the class as a discourse community in which all members interact, creating the course and competency through constant practice. A classroom that is a safe place to challenge various beliefs and ideologies prepares students for a world that will often set their values or beliefs in question. (NKA)

ED 277 042 CS 210 260

Cook, Lenora
Facilitating Writing: A Staff Development Model for the Secondary Schools.
PUB DATE- 24 Nov 86
NOTE- 5p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; English (Second Language); Middle Schools; *Reading Comprehension; Secondary Education; Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- *Journal Writing; *Writing across the Curriculum

To describe a cross-curriculum writing model designed for a middle school, this paper provides a condensed script of what the designer of the program said and did during its first year to steer the program in a productive direction. The paper is written in the form of exerpts from relevant conversations. The first conversation relates how the idea was introduced to all the teachers by a team comprised of teachers from all subject areas, and how the idea of school-wide journal keeping was explained to teachers meeting in smaller groups. The second conversation reveals how teachers used response journals in the classroom to reinforce what students had learned during the class period. The third conversation explains how students could use their journals to annotate and relate their learning by writing summary paragraphs speculating on what their learning will mean to them at a later time. The paper concludes that because of the program all the students at the school are writing, even those whose grasp of English is only tenuous, and students' reading comprehension has improved. (SRT)

ED 277 087 EA 018 276

Coordinated Efforts Focus on School Improvement in North Kitsap School District. Profiles: Programs & Products. Goal Based Education Number 44.

Northwest Regional Educational Lab., Portland, OR. Goal Based Education Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 6p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Articulation (Education); Curriculum Development; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Program Implementation; School Districts
IDENTIFIERS- *North Kitsap School District WA

Two distinct school improvement efforts have been undertaken simultaneously in Washington State's North Kitsap School District. One effort focuses on achieving articulation of the curriculum throughout the district's four elementary schools, middle school, and high school. A needs assessment survey revealed that even within individual schools teachers were not utilizing a unified scope and sequence of instruction. In May 1984 a districtwide Reading Subject Review Committee was established to make recommendations in reading instruction, the first area to be improved. The district's other major improvement effort involved implementing a local-school-oriented process developed by the Northwest Regional Educational Laboratory. This model for school improvement incorporates collecting data on student performance, setting goals on the basis of these data, and selecting and implementing research-based effective schooling practices to meet the goals. Following training of administrators and selection of the individual schools' improvement teams, each school established its own goals and implemented improvement strategies. Despite fiscal difficulties, the district's improvement program has resulted in increased awareness and a commitment to continued effort. (PGD)

ED 277 169 EC 191 374

Weisgerber, Robert A.; Blake, Patricia L.
The Evaluation and Selection of Instructional Software for Use with the Learning Disabled. CREATE Monograph Series.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 84
NOTE- 47p.; For the other monographs in this series, see EC 191 371-376.
GRANT- G008302861
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Computer Software Reviews; Courseware; *Educational Technology; Elementary Secondary Education; *Instructional Material Evaluation; *Learning Disabilities; *Media Selection

Fourth in a series of six monographs on the use of new technologies in the instruction of learning disabled (LD) students, this paper explores issues related to the evaluation and selection of instructional software for LD students. Topics discussed include the following: (1) criteria for instructionally useful software (e.g., flexibility and unique display capabilities); (2) rationale for improved selection processes; (3) factors influencing selection (e.g., nature of documentation that accompanies the program); (4) producers of software; (5) evaluation forms and review procedures.

A final section discusses elements of a comprehensive evaluation and selection instrument, including types of information to be gathered (vendor/program data, program description, instructional design features, and appropriate applications). (JW)

ED 277 183 EC 191 388

Understanding Pregnancy: Unit 7. Parent Education Workbook for Mainstreamed Students. Part II: Child Care. Contemporary Parenting Choices. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-2506-7
PUB DATE- 85
NOTE- 48p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Birth; *Decision Making; High Schools; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; Physiology; *Pregnancy; Sex Education; Workbooks

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the first in the Child Care part of the workbook, focuses on understanding pregnancy and includes individual lessons on what pregnancy is, possible choices of a teenager when an unplanned pregnancy occurs, how a baby develops in a woman's body, how the pregnant woman and fetus can stay healthy, how to prepare for a new baby, and how a baby is born. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

ED 276 812 CE 045 810

Crook, Shirley J.
Staff Development Guidelines for Trade and Industrial Education Teachers.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Jul 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Industrial Training; *Inservice Teacher Education; Internship Programs; Part Time Employment; Postsecondary Education; Program Descriptions; Program Development; *Program Implementation; Secondary Education; *Staff Development; *Technical Education; *Technological Advancement; *Trade and Industrial Education; Vocational Education; Work Experience Programs; Workshops

This booklet provides guidelines for updating secondary school trade and industrial education teachers in the technologies of their teaching areas. The first part of the guide gives suggestions for organizing a staff development program. Next, specific programs that might be used are described, including the following: work experience internships; university and college course work; workshops, conferences, and seminars; industry observation; education and industry staff exchange; part-time employment; local programs; nonlocal programs; and industry training and updating programs. For each type of program, a description is provided, followed by administrative characteristics and a list of advantages and disadvantages. (KC)

ED 276 827 CE 045 843

Mathews, David, Ed.
Case Studies on the Implementation of Training for Skill Ownership. Coombe Lodge Case Study. Information Bank Number 2086.
Further Education Staff Coll., Blagdon (England).
PUB DATE- 85
NOTE- 66p.; Document contains colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Competence; *Demonstration Programs; Foreign Countries; *Job Skills; *On the Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Implementation; Secondary Education; *Skill Development
IDENTIFIERS- Great Britain; *Youth Training Scheme

This report contains four case studies on "skill ownership" demonstration projects that were conducted in Great Britain as part of the Youth Training Scheme (YTS) initiative. The aim of YTS is to develop a work force that is competent, flexible, and capable of adapting its skills to new and changing types of employment. The case studies outline projects in an insurance company and three YTS training sites. Each case study describes the training program, materials produced, methods of training, trainee response, and assessment of each project. A commentary section at the end of the report compares the four experiences, assesses progress of the projects, and suggests how successful the projects were in promoting "ownership of skills" and what changes might help in future projects. (KC)

ED 276 855 CE 045 940

Dyrenfurth, Michael J.; And Others
To Build a Future! Findings and Recommendations of the Missouri Industrial Arts Study Project.
Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; *Educational Needs; Educational Philosophy; *Educational Planning; Educational Trends; Futures (of Society); *Industrial Arts; Program Implementation; Secondary Education; State Programs; *Statewide Planning; Technological Advancement; Trade and Industrial Education
IDENTIFIERS- *Missouri

This document contains a description of the activities, concerns, findings, and recommendations of the Missouri Industrial Arts Study Project. It is intended to be a foundation on which the state's industrial arts programs, to be renamed "industrial technology education," can be built. The study summarized in this report was conducted by leaders from Missouri's industrial arts profession, teachers from large and small districts, teacher educators, supervisors, leaders of the state industrial arts association, and two representatives from industry. The report synthesizes the findings and recommendations into four sections. The first section presents the philosophy of education and foundation for the industrial arts program. It describes the social context of industrial arts education and suggests a name change for such programs. The second section describes the roles, missions, goals, and objectives of the state's industrial arts program. The third section offers a scope and sequence for an industrial arts program that includes provisions for courses, student flow, grade levels, students to be served, articulation, implementation, relationship to other curriculum areas, and the general nature of the program at each level of schooling. The final section suggests methods of implementation and long-range plans for the industrial arts program. Recommendations for the 1986-87 school year are included in the document, as is a six-page list of references. (KC)

ED 276 883 CE 046 004

Education and the Economy. Position Paper and Recommendations for Action.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- Nov 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; *Economic Development; Economics; Education Work Relationship; Elementary Secondary Education; Industry; *Labor Force Development; *Role of Education; *School Business Relationship
IDENTIFIERS- Impact

This document focuses on the need for public schools in the United States to develop the capacity of individuals to participate successfully in the nation's economy. An introduction discusses the impact of schools on the American economy and the effects of the economy on education. Section 2 lists objectives to which the American education system must be rededicated in order to improve economic growth and development through workers. Section 3 presents those activities that state departments of education must undertake to develop the capacity of individuals to participate successfully in the nation's economy. In section 4 recommendations for improving education and thereby economic development are directed at a variety of organizations and agencies, including the Council of Chief State School Officers, state education agencies, local education agencies, business/industry and labor, the U.S. Department of Education, and higher education. Section 5 provides the Council of Chief State School Officers' policy statement on education and economic development. (YLB)

Thomas, Jeanne L.; Settersten, Richard A.
Predicting Aged Parents' Evaluations of Children's Help.
SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).

GRANT- AG05013
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Structure; Health; *Helping Relationship; *Life Satisfaction; *Older Adults; *Parent Child Relationship; Proximity; Role Conflict; *Stress Variables; Values
IDENTIFIERS- *Adult Children

Gerontologists recognize that the family provides critical practical and affective support to the aged. While researchers have explored the burden experienced by children assisting elderly parents, much less attention has been given to the related issue of aged parents' reactions to receiving help from adult children. A study was conducted to identify characteristics of elderly parents' families and of the parents themselves which predicted satisfaction and concern regarding help from adult children. Participants were 205 noninstitutionalized older adults who described family structure, help exchanged with each child, satisfaction and concerns regarding help received from children, and familiy solidarity. Parents who evaluated their health positively and who expressed high levels of proximity and kin orientation values expressed greatest satisfaction with children's help. Parents who expressed high levels of kin obligation and low levels of kin orientation values and who evaluated their health negatively expressed greatest concern regarding children's help. Since variables indexing children's role demands were not significant predictors of parents' evaluations, role conflict apparently did not preclude satisfactory helping. (Author/NB)

ED 276 941 CG 019 558

Leslie, Leigh A.; Anderson, Elaine A.

The Social Networks of Employed Couples: The Role They Play in Coping with Stress.

PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Dual Career Family; *Employed Parents; *Family Relationship; *Social Networks; *Spouses; *Stress Management

As growing numbers of families are being supported by two employed parents, it becomes increasingly important that clinicians and researchers understand the factors affecting how successfully families cope with the demands of this life style. The purpose of this study was to examine the relationship between the structure of spouses' social networks and the coping styles used in two-income families. Seventy-nine couples, in one of four work arrangements (dual career, dual earner, mixed status, and traditional breadwinner/homemaker) participated in the study. Subjects completed a mailed questionnaire seeking demographic and social relationship information. Results suggest that couples in different work arrangements do vary in the way their social networks are structured, how they interact with members of their networks, and the coping strategies they typically use. Dual career and mixed status couples appeared to be more autonomous or distant from their networks, both physically and behaviorally, than were dual earner and traditional couples. Their networks were less dense, had fewer kin, lived further away, and provided less frequent contact. The picture of coping strategies suggests that dual-earner couples are more likely to mobilize and seek community support, while dual-career couples are least likely to rely on spiritual support during stress. Data suggest that when stress is controlled for, structural network characteristics are not particularly helpful in understanding quality of life; most networks, regardless of their characteristics, operate fairly similarly when life appears to be normal. (ABL)

ED 276 956 CG 019 573

Medigap Insurance: Law Has Increased Protection against Substandard and Overpriced Policies. Report to the Subcommittee on Health, Committee on Ways and Means, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-87-8

PUB DATE- 7 Oct 86

NOTE- 48p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, Maryland 20877 (1-5 copies, free; 6-99 copies, $2.00/copy; 100 or more, 25% discount).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Compliance (Legal); *Federal Legislation; *Health Insurance; *Older Adults; State Programs; *State Standards

IDENTIFIERS- Medicare; *Medigap Insurance

This report reviews certain aspects of the effectiveness of the Public Law 96-265 provisions (Section 1882 of the Social Security Act) designed to protect the elderly against substandard and overpriced health insurance policies supplementing Medicare. This document on Medigap policies includes an executive summary and five chapters. Chapter 1 looks at the Medicare program; the Baucus Amendment; state regulation of insurance industry; the Medigap market; and the objectives, scope, and methodology of the report. Chapter 2 examines state regulatory programs, almost all of which met minimum federal standards. Chapter 3 discusses the policies reviewed by the General Accounting Office, which generally met standards. Chapter 4 explains loss ratio and presents findings that loss ratio experience of Medigap policies is mixed and generally not used by states to evaluate premiums. Chapter 5 examines federal and state efforts to curb sales abuse through education and penalties. Because the report found that Section 1882, when combined with state efforts, appeared to be meeting its objectives of protecting the elderly against substandard Medigap policies and providing them with information on how to select Medigap policies, no recommendations for change are included. Four tables and one figure are included; Company-Wide Loss Ratio Experience for Medicare Supplemental Insurance is appended. (NB)

ED 276 970 CS 008 607

Manning-Dowd, Alice
The Effectiveness of SSR: A Review of the Research.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Education; *Reading Attitudes; *Reading Comprehension; *Reading Instruction; *Reading Research; Research Needs; *Sustained Silent Reading; *Teaching Methods

In the past two decades, sustained silent reading (SSR) has gained attention as a component in many schools' reading programs. Some advocates of SSR differ slightly in their recommendations of specific rules, but most agree on the following guidelines: (1) no interruptions; (2) everyone reads, including the teacher; (3) students choose their own reading material; (4) no required reports; (5) a wide variety of reading materials should be available in the classroom; and (6) the time period should be increased gradually. Research conducted to determine the effects of SSR has produced mixed results, but most researchers seem to agree that SSR has a positive effect on reading comprehension and on students' attitudes about reading at all grade levels. However, research is less conclusive on the effect of SSR on students' reading achievement. Of the studies considered, six found SSR to have a significant positive effect on reading scores, whereas five showed no significant improvement. Since SSR appears to positively influence attitudes toward reading, it also appears that its benefits are long range. More research is necessary to determine conclusively the relationship between SSR as a method of reading practice and students' reading achievement. A two-page bibliography concludes the document. (JD)

ED 276 985 CS 008 630

Greif, Ivo P.
A Study of the Vocabulary Adequacy of College Student Education Majors for Reading "Reader's Digest."
PUB DATE- 81
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Vocabulary; College Students; Context Clues; Definitions; Education Majors; Higher Education; *Reading Ability; *Reading Comprehension; Reading Difficulties; Reading Habits; Reading Skills; Reading Tests; Sight Vocabulary; Teacher Education *Vocabulary Development; *Word Recognition
IDENTIFIERS- Readers Digest

Doubts about the reading vocabulary adequacies of today's high school graduates led to an experiment with a list of 199 difficult words culled from the "Reader's Digest." College juniors and seniors (298 in the first stage and 388 in the second stage) were asked to indicate whether they knew the pronunciation and the meaning of the selected words. Next the students were directed to write the definition, write a description, or use in context words selected in a random pattern from those they had checked as knowing the meaning. Then the students were tested orally on both the pronunciation and the meaning. Because the initial results were quite low, a second study (an exact replication of the first) was conducted later. Second study results confirmed the outcome of the earlier study. Causes of the poor showing seem to be overreliance on context for the meaning of words, focus of phonic programs on pronunciation to the neglect of meaning, and the fact that comprehension is not emphasized and not really valued in early reading programs. (NKA)

ED 277 155 EA 019 087

Peach, Larry; Reddick, Thomas L.
A Study of the Attitudes of Public School Teachers and Administrators in Middle Tennessee Concerning Ethical Behaviors.
PUB DATE- 20 Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrators; Elementary Secondary Education; Ethics; *Moral Values; *Public School Teachers; *Teacher Attitudes; Teacher Behavior; Teachers
IDENTIFIERS- Administrator Behavior; Tennessee

A two-part questionnaire concerning ethical behavior was prepared and distributed to 300 public school teachers and 75 administrators in the middle geographic region of Tennessee. Part I of the questionnaire asked respondents to position 18 different behaviors on a five-point scale from "ethical" to "very unethical." Part II asked respondents how regularly members of each respondent group (teachers or administrators) practiced the behaviors cited in part I. The behaviors characterized by teachers as least ethical were passing blame for errors to an innocent coworker, stealing from school funds, claiming undeserved credit, and repeating confidential information. The teachers positioned six of the 18 behaviors between "basically unethical" and "very unethical" on the scale. The administrators positioned 10 of the behaviors in this category, listing repeating confidential information, stealing school funds, and blaming others for errors as the least ethical. Both groups considered failing to report others' rule violations and hiring well-qualified family members as the least unethical of the 18 behaviors. Each of the two respondent groups tended to regard the other group as more likely to practice unethical behaviors, but both groups denied that either group practiced these behaviors frequently. (PGD)

ED 276 842 CE 045 919

Muller, Josef, Ed.
Learning Strategies for Post-Literacy. The Tanzanian Approach. A Reader.
German Foundation for International Development, Bonn (West Germany).; Tanzania Ministry of Education, Dar es Salaam. Dept. of Adult Education.
REPORT NO.- DOK-1389-C/a
PUB DATE- 86
NOTE- 292p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Reading Programs; Articulation (Education); *Continuing Education; Coordination; Curriculum Development; *Distance Education; Educational Cooperation; Educational Media; Educational Practices; Folk Schools; Foreign Countries; Instructional Materials; Labor Education; *Lifelong Learning; *Literacy Education; Mass Media; Postsecondary Education; Program Development; Program Implementation; Reading Skills; Rural Education; Skill Development
IDENTIFIERS- Postliteracy Programs; *Tanzania

This collection deals with post-literacy strategies in general and with strategies and techniques that have been implemented in Tanzania. The first part contains the following reports addressing general aspects of post-literacy strategies: "Issues in Post-Literacy" by Anil Bordia; "Some Curricular Aspects of Post-Literacy and Continuing Education of Neo-Literates" by H. S. Bhola; "Designing a System of Evaluation and Monitoring for Literacy and Post-Literacy Programmes" by R. H. Dave; and "The Concept of Integration in Literacy and Post-Literacy Programs" by H. S. Bhola. The second part of the collection focuses on the Tanzanian approach to post-literacy instruction and contains a paper on strategies and techniques adopted ("Learning Strategies for Post-Literacy and Continuing Education in Tanzania" by Zakayo J. Mpogolo) and the following 11 papers addressing specific aspects of the implementation of the Tanzanian post-literacy program: "The National Literacy Centre in Mwanza" by F. Elinewinga; "Integration, Cooperation and Coordination of Institutions Involved in the Implementation of Post-Literacy" by Rest P. Lasway; "The Revised Post-Literacy Curriculum" and "The New Post-Literacy Curriculum Materials" by Jumanne M. Mayoka; "Rural Press Project in Tanzania" by A. H. Sakara; "Film Education" by John Nindi; "The Use of Radio"; "Rural Libraries" by John Nindi; "Folk Development Colleges in Tanzania" by G. D. Msungu; "Worker's Education" by R. Y. Mtwango; and "Distance Educacion in Tanzania" by E. N. Ntirukigwa.

(MN)

ED 277 000 CS 210 125

Carr, John C.

Preparing Teachers of English in an Increasingly Complex Society: One Model.

PUB DATE- Jun 86
NOTE- 10p.; Paper presented at the TE 80/90: International Seminar for Teacher Education (Regina, Saskatchewan, Canada, June 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Educational Philosophy; Elementary Secondary Education; *English Instruction; *English Teacher Education; Higher Education; Student Teaching; *Teacher Education Curriculum; Teacher Education Programs; Teaching Experience; Teaching Methods
IDENTIFIERS- University of Maryland College Park

The English education program at the University of Maryland, College Park, serves as a sound model for teacher preparation. The requirements of the program accommodate the changing needs of society while preserving the traditions of literature and language study. All education students must fulfill university-wide requirements and meet general certification standards by enrollment in courses in human growth and development, general secondary methodology, and educational history and philosophy. The special requirements of the English education program are as follows: (1) 6 hours of course work in speech, (2) 21 hours in a range of literary offerings, (3) 6 hours of linguistics or grammar, (4) 6 hours of writing instruction, (5) 9 hours of elective English courses; and (6) 26 hours of teaching methods (including student teaching). The students must also demonstrate competency in a foreign language at an intermediate level. Students in the junior year function as aides to English teachers for one half day per week for a full semester. In addition, student teaching is done for a full 15-week period. By the time the English education program is completed, students have obtained a strong academic background in English, developed an array of conceptions and techniques for teaching English, and experienced the spectrum of teaching situations. (SRT)

ED 277 058 CS 505 433

Yingling, Julie M.
Interpersonal Communication Competence: Contributions of Individual Tendency and Relational Context.
PUB DATE- May 86
NOTE- 16p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986). Legibility may be affected by light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Communication Research; Dialogs (Language); *Females; Higher Education; Interaction Process Analysis; *Interpersonal Communication; *Interpersonal Competence; *Interpersonal Relationship; Social Behavior; Speech Communication
IDENTIFIERS- Dyads

Interpersonal communication competence has been conceptualized as a function of impressions of competence formed in the context of a dyadic relationship, and also in terms of individual behaviors. The Measure of Relational Competence, along with individual self-reports for empathy, role taking, and self-monitoring, were administered for 36 conversations among female college students. Results indicated that, in the context of initial acquaintance between women, individual tendencies explain some stable effects in impressions of competence. Unique adjustments to the relationship seem limited to projection from one's own competence to the other and to accurate self-perception of competence in each dyad. Little relational adjustment between individuals occurs in such dyads. In this context, actors' impressions of partners' competence are predicted by the partners' individual characteristics, but also are affected by the actors' self-perceptions as adjusted to each interaction. (Tables of supporting data are appended.) (SRT)

ED 277 073 CS 505 457

Lont, Cynthia M.

The History of Redwood Records: Cultural and Economic Perspectives on a Feminist Subculture.

PUB DATE- 24 May 86
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; Cultural Differences; *Feminism; *Lesbianism; Minority Groups; *Music; Musicians; Political Attitudes; *Subcultures
IDENTIFIERS- *Near (Holly); *Redwood Records

Using interviews and subcultural artifacts, such as inner sleeves of albums, this paper reports on the career of Holly Near and the history of Redwood Records, a label providing music to the lesbian-feminist subculture. First, the paper discusses the political and artistic avenues that were available to Near, the reasons she chose political music, and her gradual progression from a folk madonna style of music and appearance to a lesbian-feminist influenced style. The paper then discusses the transformation of Redwood Records from a failing business to a more profitable organization. Finally, the report emphasizes how Near and Redwood Records worked to build connections between movements, for example the feminist movement and the anti-nuclear movement, as if it were part of feminist ideology to build bridges between political and cultural movements. (SRT)

ED 277 114 EA 019 025

Williams, Ronnie L.

Early Detection Factors Common to Potential School Dropouts, 1984-85.

PUB DATE- 18 Jun 85
NOTE- 91p.; Presented to the Boone County Board of Education (West Virginia). Tables may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Attendance; Delinquency; Dropout Attitudes; Dropout Characteristics; Dropout Rate; *Dropout Research; *Dropouts; Educational Improvement; Family Influence; *High Risk Students; Parent Background; Parent Student Relationship; *Potential Dropouts; School Holding Power; School Responsibility; School Surveys; Secondary Education; Student Needs; *Student School Relationship
IDENTIFIERS- West Virginia

Research and statistical data in this study identify factors that are correlated with early identification of potential dropout students. Chapter 1, the introduction, explains the study's focus: school areas that propagate attendance problems, family educational levels, social deviance, and academic achievement. One hundred students who had dropped out from a West Virginia county's three secondary schools over a 3-year period were compared to a control sample comprised of 50 of the schools' 1983-84 graduates. "Review of Research," chapter 2, analyzes previous research on common patterns in early detection. Chapter 3, "Organization of the Study," provides an overview of school performances in early detection factors. "Analysis of Research," chapter 4, presents data and charts that correlate factors with attendance. The final chapter summarizes study findings. Dropouts are absent from school more frequently and have lower test scores in reading, mathematics, and social studies than graduates. Dropouts' families have lower educational levels and parents usually are employed in unskilled areas or unemployed. Dropouts deal with the judicial system as juveniles and adults more often than do graduates. Early detection factors are interrelated; each factor alone does not necessarily predict dropping out, but a combination of factors increases the chances. Recommendations are that schools adopt preventive measures and implement specialized programs. (CJH)

ED 277 127 EA 019 042

Henry, Mildred D.
Halting Dropouts: To Be or Not to Be, There Is No Question!
PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Meeting of the California Educational Research Association (Marina del Rey, CA, November 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Cooperation; Cultural Differences; *Dropout Prevention; *Dropout Programs; Dropouts; Elementary Education; Ethnicity; High Risk Students; High Schools; *Minority Group Children; *Outreach Programs; *School Community Relationship; Student Attitudes; Student Needs; Teacher Attitudes; Teacher Effectiveness; *Teacher Student Relationship

Community-based early intervention strategies can provide students with skills and attitudes that make dropping out of high school an unnecessary choice. This report analyzes the high school dropout phenomenon in terms of its magnitude, influence on minority populations, and need for local outreach programs. In California, the dropout rate has increased 100 percent since 1970. One in 3 high school students do not graduate, and among minorities, the ratio increases to 5 out of 10. Causes of high dropout rates among minorities include language problems and teacher inability to deal with cultural differences. In an opinion study of predominantly white California elementary teachers, 37 percent reported no cultural awareness workshops relevant to their Black and Hispanic students' backgrounds during the last three years. Local dropout prevention facilities designed to provide remediation, survival skill training, and academic tutoring for secondary students were established through private initiative, but it became evident that students needed assistance before attaining high school status. Consequently, a proposal for an early intervention dropout program was written, and this program, funded by the San Bernardino City Council and assisted by volunteers, provided enhancement support for 130 elementary students for 6 months. Students demonstrated marked improvement in the program's academic disciplines. This program's success suggests that intervention should commence at the elementary level through local collaboration. (CJH)

ED 277 141 EA 019 060

Alfonso, Robert J.
The Unseen Supervisor: Organization and Culture as Determinants of Teacher Behavior.

PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Culture; *Educational Change; Elementary Secondary Education; Leadership; Organizational Change; *Organizational Climate; Organizational Theories; *School Organization; *School Supervision; Teacher Behavior
IDENTIFIERS- School Culture

Although direct supervision of teachers is rare and most teachers are relatively free to exercise considerable control over their own work, schools generally manage to function without organizational or curricular chaos. The unseen force maintaining control appears to reside in the organization and culture of the school, and may affect teacher behavior more than the efforts of principals, supervisors, and educational reformers. The school's compartmentalized organization helps preserve the teacher's freedom from supervision but also places limits on the teacher's activities. The curriculum and the teaching materials provide guidance that in another organization might be provided directly by supervisors. Organizations socialize their members, and schools call on teachers to adapt to accepted behaviors and to espouse accepted beliefs. Since an organization's culture is developed over time through the sharing of experience, the culture of the educational profession is strong even when the culture of individual schools is not. Supervision can do little to change a school's culture, but trying to change culture may prove more effective than working with individual teachers. Leadership to alter culture can be exerted when new teachers are socialized, when outside visitors present challenging new ideas, and when school staffs are reorganized or reassigned. Twenty-seven references are provided. (PGD)

ED 277 199 EC 191 706

Fewell, Deborah Harris
Intrinsic Motivation and Learning Strategies: A Combined Approach to Educating Learning Disabled Adolescents.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 85
NOTE- 177p.; Ph.D. Dissertation, University of North Carolina at Chapel Hill. Appendix D: TARGETS also available separately; see EC 191 707.
GRANT- G008430001
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; Achievement Gains; Adolescents; *Learning Disabilities; *Learning Motivation; Secondary Education; *Teaching Methods; Writing Processes; Writing Skills; *Written Language

The study investigated the effects of intrinsic motivation training and/or written language training on the written language achievement and motivation of 55 learning disabled adolescents (grades 10-12). Interventions included Alley and Deshler's "Learning Strategies" approach (writing strand) and "TARGETS," a systematic instructional strategy designed to enhance intrinsic motivation of learning disabled adolescents. Students were assigned to one of four treatment groups. Group 1 received a combination of the Strategies/TARGETS interventions. Group 2 received Strategies alone, Group 3 TARGETS alone (along with a traditional writing program), and Group 4 (the contrast group) received only the traditional writing program. Treatments were administered 3 days per week for 7 weeks. Pretests, posttests, and 2-month follow-up tests consisted of two measures of written achievement and two motivation measures. Analysis of variance on ranked data indicated that gains made by the contrast group (Group 4) were significantly better than those of the other three treatment groups. Posttest performance was maintained for all four groups at follow-up testing. Results are discussed in terms of teacher effectiveness, potency of interventions, and the role of classroom climate variables. Substantial appendices include the teaching guide and lessons that comprise the TARGETS instructional strategy. (JW)

ED 276 884 CE 046 006

Ryals, Karen, Ed.; Doherty, Susan Sloan, Ed.
Vocational Education Administration Handbook.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.; Northern Inst. for Research, Training, and Development, Inc., Anchorage, Alaska.
PUB DATE- 85
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Administrator Role; Postsecondary Education; *Program Administration; Program Content; *Program Design; Secondary Education; State Agencies; State Departments of Education; *State Programs; State School District Relationship; State Standards; State Supervisors; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Alaska

This handbook for vocational administrators presents an overview of vocational education programs, services, and administrative structures in Alaska. The manual contains three parts. The first, brief section introduces secondary vocational education and lists its enabling legislation. The second part presents a detailed overview of vocational education in Alaska. Topics covered include the mission of the Department of Education in vocational education, goals, principles, financial support, the Division of Adult and Vocational Education (organizational structure), and vocational education services (such as program application, curriculum, evaluation, technical assistance, equity, disabilities, career guidance and counseling, rural students, on-the-job training, student organizations, compliance, management information system, state plan, grants management, the Alaska Career Information System, and teacher certification). The last part of the guide outlines the local vocational education administrator's role. Topics covered include responsibilities, standards, program development (including planning, advisory council, needs asssessment, personnel qualifications and development, equal opportunity, exceptional persons, curriculum, facilities, evaluation, student organizations, guidance and placement, management information system, and state aid), and requirements for meeting standards. Appendixes, which make up half of the document, contain sample forms, resources, definitions, bibliography, and regulations for vocational education programs. (KC)

ED 276 898 CE 046 033

Pelzer, Dagmar F.

Establishing the Relationship between Withdrawals and Application of Behavioristic Principles in Adult Education Classes.

PUB DATE- 1 Dec 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Behavior Development; *Behaviorism; *Classroom Techniques; *Dropout Rate; Dropout Research; *High School Equivalency Programs; Postsecondary Education; Reinforcement; *School Holding Power

Beginning with the fall 1983 semester, a set of behavioristic principles was incorporated into the classroom management techniques used in the high school completion and general educational development (GED) programs offered at the South Dade Adult Education Center in Homestead, Florida. A study examined the effectiveness of these principles in reducing the student attrition rate by comparing course withdrawal data on 102 students who had participated in the GED program before the behaviorist techniques were instituted with data on 116 students who enrolled in the program in three different quarters after the new classroom management principles were in place. The student withdrawal rate for the 1982-1983 school year (before the new behavioristic approach was adopted) was 36 percent. After the new approach was instituted, the withdrawal rate decreased to 21 percent, thereby attaining a full 15 percent reduction of the previous year's rate. The change in classroom management techniques was determined to have yet another favorable outcome. Students attending classes in which the new principles were used actually recruited new students for the following term. It was concluded that the new behaviorist principles were effective because they helped students perceive themselves as part of a group (the principle of operant reinforcement through social facilitation), increased students' desire to excel by providing them with positive feedback on a regular basis, and reduced students' test-taking anxieties (through application of principles of extinction). (MN)

ED 276 912 CG 019 527

Simonton, Linda J.; Haugland, S. M.

Assessing Caregiver Information Needs: A Brief Questionnaire.

PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Diseases; *Family Relationship; *Information Needs; *Needs Assessment; *Patients
IDENTIFIERS- *Alzheimers Disease; *Caregivers

A diagnostic evaluation for a person with suspected Alzheimer's disease is usually initiated by family members whose concerns go beyond strictly medical issues. To determine precisely what questions families want answered, a 15-point questionnaire was developed at a multi-disciplinary geriatric assessment clinic. Caregivers were asked to rate each question according to how important it was that the question be answered during the evaluation. Questions had to do with: (1) cause and treatment of the patient's symptoms; (2) patient's prognosis; (3) behavioral management; (4) family decision-making; (5) patient activity level; (6) institutionalization; and (7) use of community resources. The results of 50 consecutive questionnaires showed that the most important question to caregivers was, "What can we expect the future course of the illnes to be?" The type of question rated as important was found to vary according to patient's sex, caregiver's relationship to patient, patient's residence, and whether the patient's dementia had been previously diagnosed. Ways in which professionals can use the findings to provide caregivers with the type of information they need most are discussed. The questionnaire and tables of responses are appended. (NB)

ED 276 971 CS 008 608

Gillis, M. K.; Olson, Mary W.
Informal Reading Inventories & Text Type/Structure.
PUB DATE- 1 Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (14th, San Antonio, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Expository Writing; *Informal Reading Inventories; Narration; *Reader Text Relationship; *Reading Comprehension; *Reading Research; *Reading Strategies; Study Skills; Teacher Attitudes; Textbook Content; Textbooks
IDENTIFIERS- *Text Structure; *Text Types

Experienced teachers enrolled in two graduate reading classes examined seven informal reading inventories (IRIs)--three at the elementary level and four at the secondary level--to (1) discover what text types (narrative or expository) they used at each level to measure student comprehension skills and determine instructional levels and (2) identify the rhetorical structures used in expository passages. The 18 teachers who rated the elementary passages and the 20 who rated the secondary ones had all previously administered IRIs and had studied the literature on text type and structure and reading comprehension. Each teacher examined at least four IRIs, classified each passage used in them as narrative or expository, judged each narrative passage as well- or poorly-formed, and judged each expository passage according to rhetorical structures adapted from B. J. F. Meyer (1975). The teachers found that all of the preprimer and primer passages used on the IRIs were narrative, while most of the other elementary passages were narrative and most of the secondary passages expository. In addition, they found that many of the narrative passages on the IRIs were not well-formed, and that approximately one-eighth of the elementary and one-fourth of the secondary expository passages had no clear rhetorical structure. The findings suggest that the passages used on IRIs might produce erratic comprehension scores. In light of these findings, five practical suggestions are offered for teachers and diagnosticians who use the currently available commercial IRIs. (FL)

Wright, William F.

USA Today: Accentuating the Positive: A Study of the Gannett Flagship Newspaper.

PUB DATE- Aug 86
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Audience Analysis; *Content Analysis; Layout (Publications); *Mass Media Effects; *Media Research; *Newspapers; *News Reporting; Persuasive Discourse
IDENTIFIERS- *USA Today

To investigate whether "USA Today" emphasizes "good news" over "bad news," a study was conducted using 10 randomly selected adults in State College, Pennsylvania, over an 11-week period in 1985. Subjects were asked to rate 248 stories over 45 pages of main news columns in 10 issues on a scale ranging from 1 (very negative news) to 7 (very positive news). In a further attempt to establish intercoder reliability, the 7-point tabulation was condensed into a 3-point tabulation using only bad, neutral, and good news as a basis for comparison. Subjects were also asked to categorize stories according to length, position on the page, the page on which they appeared and whether they were accompanied by pictures or other illustrations. Results seem to offer strong support for one key tenet of the hypothesis that "USA Today" is a "happy news" newspaper that concentrates on positive news rather than on negative news by the way stories are positioned in the paper. Other findings were inconclusive. (Seven data tables, instructions to coders, a sample questionnaire, and a coder profile are included.) (NKA)

ED 277 028 CS 210 229

Applegate, Edd
Introduction to Mass Communications: A Selected, Annotated Bibliography of Audio-Visual Materials.

PUB DATE- Dec 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Aids; Audiovisual Instruction; Higher Education; Instructional Materials; *Introductory Courses; *Journalism Education; *Mass Media

Intended for use at the college level, this selected, annotated bibliography is designed to help teachers choose appropriate audiovisual materials for introductory courses in mass communications. Each entry, in addition to the annotation, indicates the length of the film, whether it is in black and white or color, and the institution, with address, from which the material cited may be secured. (JD)

ED 277 043 CS 210 261

Rose, Shirley K
Culture Shock: Men's and Women's Myths of Literacy in Academe.
PUB DATE- Nov 86
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Measures; Cultural Influences; Higher Education; *Individual Development; Language Attitudes; *Literacy Education; *Participation; *Personal Autonomy; *Sex Differences; Social Attitudes; Social Behavior; Writing Instruction; Writing Processes
IDENTIFIERS- *Writing Attitudes

A study of over 200 personal narratives, in which college freshman writers related their experiences of achieving literacy, offered insights into cultural differences in attitudes toward literacy. The activity of becoming literate was fundamentally the same for males and females, but the myths they used to understand and explain their experiences at each stage of the process were different. Males' experiences reinforced a myth of literacy for autonomy and females' experiences reinforced a myth of literacy for participation. In analyzing the personal narratives, it became clear that the gender of the reader was as significant as the gender of the writer. An experiment with graduate student teachers indicated that when a female read the narratives, it was more likely to be scored high if it was representative of the autonomy myth and if she had attributed it to a male. When a male read the narratives, he assigned higher scores to narratives he attributed to women, but showed only a slight preference for the narratives that fit the female participation myth paradigm. Experience may have taught women, both as writers and readers, that identification with male values and traits will enhance their chances for academic success. Students of both sexes need to be taught to balance the demands of both participation and autonomy. (SRT)

ED 277 088 EA 018 277

Success for Students Key to Improvement Programs at McKnight Middle School. Profiles: Programs & Products. Goal Based Education Number 45.

Northwest Regional Educational Lab., Portland, OR. Goal Based Education Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 6p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Curriculum Development; Discipline Policy; *Educational Improvement; Junior High Schools; Middle Schools; Recognition (Achievement); Student Behavior; Study Skills
IDENTIFIERS- *Renton School District WA

Over the past 5 years, McKnight Middle School in Renton, Washington, has instituted a new discipline policy, integrated a study skills program throughout the curriculum, upgraded the curriculum, created several reward and recognition policies for both students and teachers, and increased parent and district involvement. The discipline policy features new attendance rules, a new code of conduct, the use of inschool suspensions, and a vandalism prevention program. After years with a reputation for student misbehavior, McKnight now has the lowest suspension rate in the district and vandalism costs have been cut substantially. The study skills program includes schoolwide formats for assignments, rules for keeping school notebooks organized, and training in listening, note-taking, reading, and writing skills. Curricular improvements include block teaching of social studies and language arts, a reading program, and a special math program placing students by individual achievement level. Recognition is provided through awards assemblies, special honors for students completing assignments, and broadcast acknowledgment of special efforts by students or staff members. District support for faculty development and the growth of a strong parents' group have also aided school improvement. Just starting are a substance abuse program and expanded curriculum development efforts. (PGD)

ED 277 101 EA 019 011

Karst, Ralph R.
Assessment of Administrative Interns: A Problem for Philosophy.
PUB DATE- Nov 86
NOTE- 39p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 9-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Education; Boards of Education; Case Studies; Critical Thinking; *Educational Assessment; Educational Improvement; *Educational Philosophy; Elementary Secondary Education; Inservice Education; *Internship Programs; Learning Experience; *Research Methodology; Research Needs; Research Problems; School Districts; Supervisory Methods
IDENTIFIERS- *Louisiana

This paper focuses on the philosophical implications of assessment methodologies by describing problems that occurred during internship programs for school administrators in Louisiana. A state conference internship's guidelines lacked a formalized learning contract for participants. At the time, more teachers sought access to administrative positions than were available, and many interns believed that their field experience would not provide adequate preparation. Current intern programs established by school districts do not utilize ideas generated by university research. The report recommends that state government support school boards and universities in development of methods for controlling the selection and retention of school leaders. To achieve improved education, universities must realize that they have inadequately addressed their methodologies, particularly the methodological problem of assessment. The paper presents brief case studies of six student interns' experiences to demonstrate the concepts related. The case examples are verbatim accounts of interactions among intern, sponsoring school administrator, and university supervisor, and illustrate how administrator attitudes toward the profession affect interns' learning experience. The conclusion is that, although much professional effort has resulted in development of administrative internships, the effort has not been directed toward a unifying philosophy of how the internship should function. (CJH)

ED 277 170 EC 191 375

Bakke, Thomas W.
Optimal Approaches to Microcomputer Implementation in the Schools. CREATE Monograph Series .
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 37p.; For other monographs in this series, see EC 191 371-376.
GRANT- G008302861
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Courseware; Display Systems; *Educational Technology; Elementary Secondary Education; *Learning Disabilities; *Microcomputers; *Planning; *Staff Development

Fifth in a series of six monographs on the use of new technologies in the instruction of learning disabled students, the paper describes how schools can plan for the acquisition of computer hardware and software, and how they can provide district-level staff training in its use. Discussion focuses on the development of a technology implementation plan and on a critical analysis of the three major components of a school-based computer approach: hardware, software, and training. Topics addressed include current approaches to technology implementation, components of the planning process (Board of Education, district planning committee, and key persons at the local level), and key issues and decisions (e.g., centralized or decentralized decision making, short- or long-term plans). Issues related to training and staff development are also discussed; these include encouraging teacher participation, content of inservice programs, and designing effective training. Aspects of hardware selection (stand-alone and network systems) are addressed next. The monograph concludes with a discussion of issues associated with software selection (acquisition of courseware libraries, delivery systems, and local courseware production). (JW)

ED 277 184 EC 191 389

Understanding Growth and Development: Unit 8. Parent Education Workbook for Mainstreamed Students. Part II: Child Care. Contemporary Parenting Choices. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-2507-5
PUB DATE- 85
NOTE- 36p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Development; *Child Rearing; Children; Cognitive Development; Emotional Development; High Schools; Infants; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; Parenthood Education; Physical Development; Social Development; Workbooks; Young Children

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the second in the Child Care part of the workbook, focuses on understanding child growth and development and includes individual lessons on the main areas of child development (physical, social/emotional, and mental), how a baby develops during the first year, how a toddler grows and develops, how a preschooler grows and develops, and how a schoolage child grows and develops. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

ED 276 813 CE 045 811

The Minnesota Career Information System. Report to the Legislature.
Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.
PUB DATE- 15 Jan 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Career Education; Career Exploration; *Career Guidance; Computer Oriented Programs; Decision Making; Information Sources; *Information Systems; *Microcomputers; *Occupational Information; Postsecondary Education; Secondary Education; *State Programs
IDENTIFIERS- *Career Information Systems; *Minnesota

This report presents the major activities, funding requirements, effectiveness, and demonstrated need for the Minnesota Career Information System (MCIS). The report begins by providing an overview of the history and authorization of the MCIS and considering its purpose and goals. The operation of MCIS is discussed in terms of its four basic components, the procedure followed by users, files, and the two delivery options. Also described are enhancements that were implemented or planned to build a more comprehensive system so that career guidance processes may be fostered. Other topics include services and other support materials offered and the advisory council. Measures of the effectiveness of MCIS are also described. Need for MCIS is demonstrated through a list of examples of agencies and support and cooperation they have provided and a list of targeted sites for marketing. The MCIS fiscal perspective details income and expenditures for fiscal year (FY) 1985 (actual), FY 1986 (estimated), and FY 1987 (projected). Recommendations are listed for the legislature and for MCIS operation. The rationale for each one is provided. Addenda consist of a list of advisory council members and a table comparing the career information systems of 14 states. (YLB)

ED 276 828 CE 045 845

Boffy, Roy; And Others
Core Skills & Participative Learning. Coombe Lodge Working Paper. Information Bank Number 2088. Draft.
Further Education Staff Coll., Blagdon (England).
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; *Classroom Techniques; Comparative Analysis; Foreign Countries; Learning Activities; Motivation Techniques; Participative Decision Making; Special Education; *Student Motivation; *Student Participation; *Training Methods; *Youth Programs
IDENTIFIERS- Great Britain; *Youth Training Scheme

This paper is intended to help supervisors, trainers, and teachers involved in Great Britain's Youth Training Scheme (YTS) understand the principles of participative learning and use them in teaching core skills to YTS trainees. Participative learning is discussed in terms of its emphasis on individual activity in learning and recognition of the importance of motivating students and making them responsible for their own learning. Addressed next is the role of participatory learning in helping students develop competence in job, core, and personal effectiveness skills and learn to transfer these skills to new situations. One YTS instructor's analysis of the 12 core skills involved in the task of slab laying is presented. Next, guidelines are provided for performing similar analyses in other YTS courses. Three examples of participative learning in action are provided. In each example, one group of students performs a typical learning activity (they make a tool box, go on a field trip, or file some documents) in a way that allows for very little planning and decision making on the students' parts, and a second group of students performs the same activity in a way that requires the students to make decisions, formulate strategies, and solve problems. Each example ends with a comparison of the two approaches in terms of the skills and knowledge gained by students taught by each of the techniques. (MN)

ED 276 856 CE 045 941

Brown, James M.; Johnson, David R.
The Transition of Disadvantaged Youth from School to Work.
PUB DATE- Dec 86
NOTE- 25p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Disadvantaged Youth; *Educational Improvement; Educational Needs; *Education Work Relationship; Federal Legislation; *Program Improvement; Secondary Education; Services; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act of 1982

Programs to aid disadvantaged youth in making the transition from school to work are often lacking or underdeveloped. As a result, many disadvantaged youth become unemployed, and more than half of disabled adults are unemployed. The Carl D. Perkins Vocational Education Act contains provisions for vocational services for special populations. This legislation's emphasis on special populations means that vocational education planners should assess local needs, gather new forms of information on student populations, and use new decision-making tools to plan and manage vocational education programs. The following improvements in current vocational programs are recommended to persons seeking to provide more effective services to disadvantaged learners: (1) the transition of disadvantaged youth and adults into vocational education programs can be improved by effective management of relevant information, effective recruitment practices, and appropriate counseling and assessment practices; (2) individualized planning should be improved and expanded, with supportive counseling to assure that student interests are genuine and that a match is made between student characteristics and program performance variables; and (3) additional transition assistance should be provided beyond the point at which students have completed their instruction within vocational programs. There will continue to be a need for local education agencies to review and revise policies and programs to assure that disadvantaged learners receive maximum benefits while participating in vocational training programs. Such improvements should also address individuals' efforts to make the transition from school to careers as meaningfully employed adults. (KC)

ED 276 870 CE 045 983

Searle, A. Gary

Microcomputer Usage in Secondary Marketing Education. A National Study.

PUB DATE- 6 Dec 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Managed Instruction; *Computer Oriented Programs; *Computer Software; Distributive Education; *Educational Needs; *Marketing; *Microcomputers; Secondary Education; Teacher Education

A study was conducted to determine microcomputer hardware, software, and inservice components of secondary marketing education programs. A questionnaire was developed and sent to 420 teacher-coordinators in 42 states. A total of 225 (54 percent) usable returns were tabulated at the University of Wisconsin-Stout Computer Center. Results of the study were compiled in these six categories: hardware, instructional software, operations software, teacher experience, inservice needs, and microcomputer availability. The study concluded that Apple is the most popular brand of microcomputer in secondary marketing programs. A wide variety of instructional and operations software is available and presently being used in marketing education--four programs were listed as most popular in instructional uses: Jeans Factory, Lemonade Stand, Enterprise Sandwich Shop, and Profit and Loss. Most popular operations software programs were Apple Grade Book, Apple Works, VisiCalc, Print Shop, and others. Results showed that secondary marketing educators definitely need help with software review/evaluation and practical applications for their microcomputer curriculum. Recommendations were made for preservice and inservice programs for marketing teachers in the use of microcomputers and for further research to determine educational needs. (An addendum to the report provides 30 vendors' addresses and four pages of instructional and operations software.) (KC)

ED 276 927 CG 019 544

Furstenberg, Anne-Linda
Illness and Women's Aging.
PUB DATE- 23 Aug 86
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age; *Aging (Individuals); Chronological Age; *Females;
*Health; *Older Adults; *Self Concept; Self Evaluation (Individuals)

When a woman defines herself as old is a complex phenomenon reflecting, among other variables, cultural attitudes, environmental constraints, and health status. In the later years, self-perceived age lags behind chronological age, but alters with the progressive contracting of life space, changes in health status, and decreases in perceived control. This paper summarizes an ethnographic study of women's experiences with ill health, their subjective meaning for the women, their impact on lifestyle and functioning, and their influence on age self-concept. Interviews were conducted with 11 women over age 65. Most of the women interviewed saw their age as discrepant with the way that they felt. Consistent with past research, the women referred to chronological age, mental functioning, and physical health and functioning as the bases for their perceptions of their own age. Perceptions of changes in the appearance of their bodies also affected the perceptions of the age of some of these women. Adaptive strategies used by the women in the face of these changes included activism in the pursuit and maintenance of health, conscious decisions to change priorities, and appreciation of the wisdom they gleaned from their years of experience. The ethnographic research strategy reveals the complexity of the process of changing one's age self-concept. (Author/NB)

ED 276 942 CG 019 559

Spitzhoff, Donna
Women, Alcohol, and the College Campus.

PUB DATE- Mar 86
NOTE- 20p.; Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (70th, Denver CO, March 19-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Education; Alcoholic Beverages; Body Weight; *College Programs; College Students; *Drinking; *Drug Use; *Females; Higher Education; *High Risk Persons; Pregnancy; *Prevention; Rape

Social norms regarding women's drinking have relaxed over the past few decades and, on college campuses, the gap between the percentages of female (79%) and male (86%) students who report that they use alcohol is smaller than ever. This situation presents a particular challenge to college administrators. The Alcohol Education and Training Program at Rutgers University uses an educational, primary prevention approach to alcohol education. Four content areas seem particularly relevant for women in college. The first area is Blood Alcohol Concentration (B.A.C.). Because B.A.C. represents the percentage of alcohol in the body compared to the amount of blood and fluid a person has, body size and composition can contribute to the potential for alcohol to have a greater impact on women than on men. The second issue concerns the interaction of alcohol with other drugs. The fact that women tend to use more medication than men do makes the risk of adverse reactions from combining alcohol with other drugs a particular concern. The third issue, the risk of Fetal Alcohol Syndrome and Fetal Alcohol Effects, should be of special concern to pregnant women. Finally, it appears that alcohol plays a role in many cases of acquaintance rape on college campuses. A comprehensive approach to dealing with alcohol issues on the college campuses is needed. The components of such an approach should include education, treatment, and environment. (NB)

ED 276 957 CG 019 574

Health Care: States Assume Leadership Role in Providing Emergency Medical Services. Report to Congressional Requesters.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-86-132
PUB DATE- 30 Sep 86
NOTE- 63p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, Maryland 20877 (1-5 copies, free, 6-99 copies, $2.00/copy; 100 or more, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Grants; *Delivery Systems; Emergency Squad Personnel; *Federal State Relationship; *Health Needs; *Health Services; *Medical Services; Rescue
IDENTIFIERS- *Emergency Medical Services

This document contains a report on state and local emergency medical services programs. It discusses the effect of the transition from federal to state leadership under the block grant and identifies the key issues affecting local delivery of services.

The report includes an executive summary and five chapters. Chapter 1 discusses emergency medical services (EMS); the evolving federal role in EMS; and the objectives, scope, and methodology of the report. Chapter 2 examines how states use block grant funds to build on federal categorical initiatives. Chapter 3 concerns EMS access and dispatch and notes that a systematic, area-wide approach eludes many areas. Chapter 4 examines EMS systems seeking greater advanced life support coverage. Chapter 5 looks at cardiac and trauma care and notes that more systematic routing of trauma victims is needed. To avert a potentially negative federal effect on the development of specialized trauma care, the report recommends that the Department of Health and Human Services determine whether federal Medicare and state Medicaid reimbursement rates have an adverse financial impact on trauma centers. Further federal actions that could enhance state and local EMS programs are suggested. An annotated bibliography, seven tables, and eight figures are included. (NB)

ED 276 986 CS 008 632

Hieshima, Joyce A.; Sulzby, Elizabeth
Product vs. Process: The Relevance of Methodology in the Elicitation of Storybook Re-enactments from Young Children.
PUB DATE- Dec 85
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; Naturalistic Observation; Oral Reading; Reading Aloud to Others; Reading Attitudes; Reading Readiness; *Reading Research; Research Design; *Research Methodology; Spanish Speaking; *Story Reading; Writing Readiness
IDENTIFIERS- Elicitation Techniques; *Emergent Literacy

The elicitation procedures currently used by E. Sulzby in studies of emergent storybook reading were developed by addressing (1) how the wording of the elicitation request given sets up expectations on the child's part regarding language and behavior, (2) how the role that the investigator takes during the session affects the child/investigator interaction, and (3) how building of rapport, use of encouragements, and amount of "wait-time" affects the child's degree of participation and, ultimately, the success of the child/investigator interaction. As a result of Sulzby's initial studies of the emergent reading behaviors of bilingual children (Spanish and English), many questions about oral language development have arisen to broaden the study of written language development and oral/written language relationships. A conscious goal of Sulzby's research in learning about young children as readers and writers has been the constant assessment and development of her research methodology. Sulzby incorporates an experimental design with naturalistic investigation to provide checks and challenges to her reasoning about emergent literacy. As research in the area of emergent literacy develops, those seriously concerned with an accurate understanding of its process and product must continually assess and refine their research methodology. (JD)

Carey, Joyce B.
Sweepstakes as a Team Award: Myth or Reality? A Comparison of NFA and AFA Methods for Tabulating Sweepstakes Points at National Tournaments.
PUB DATE- 15 Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; *Debate; Higher Education; Judges; Public Speaking; *Scoring Formulas; *Speech Communication
IDENTIFIERS- *Debate Tournaments

Neither of the two major forensics associations uses an ideal point system for the team sweepstakes award at debate tournaments. The National Forensics Association (NFA) awards points for preliminary round ballots and uses a 3-tiered system of team awards based on entry size. They restrict preliminary round sweepstakes points by capping the total number of students who can contribute points to each team. Point values for elimination rounds are higher than for preliminaries. The American Forensics Association (AFA) awards sweepstakes points only in elimination rounds, but between rounds there is no difference in the number of points awarded for each place (e.g., first place in both the quarterfinals and finals is worth 6 points). The AFA also differs from the NFA in that it has one division of sweepstakes. A compromise between the NFA and the AFA's scoring formulas would result in a fairer system of awarding the sweepstakes. First, give one point for first place in preliminary rounds, but limit the number of entries that count towards the sweepstakes in preliminaries. Points for places should increase as the level of competition increases. Finally, allow only one division of sweepstakes. With modifications, the sweepstakes award could truly reflect team performance. (SRT)

ED 277 156 EA 019 088

Helmstadter, Gerald C.; Walton, Mary A.
A Comparison of Four Residual Indexes of Effective Schooling.
PUB DATE- Apr 86
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Correlation; Elementary Education; *Measurement Techniques; Predictor Variables; *School Effectiveness

An index of the effectiveness of classrooms, schools, districts, or other educational units can be developed by, first, determining the differences between the actual achievements of individual children and the achievements expected on the basis of regression equation predictions and, second, averaging these differences for all children in the unit. Measures of each child's school ability are major contributions to the regression predictions, but are not always available. A study was undertaken to compare three methods for developing an index without such measures. The study data were the results of ability measures and statewide achievement tests for almost 70,000 children enrolled in grades 3 through 6 in 95 elementary schools. The complete index accounted for student ability, ethnicity, gender, age, and home language. The first alternative index simply omitted the ability variable. The second alternative substituted first-grade mathematics test scores for the ability measure. The third alternative used differences between first- and second-grade achievement as the substitute measure. The substitute correlating most highly with the complete index was the version omitting the ability measure altogether. The potential value of all three methods was indicated by their relatively high correlations. These correlations are presented in two tables. (PGD)

ED 277 001 CS 210 129

Language Arts, Grades 3, 6, 8, 10, 12. State Goals for Learning and Sample Learning Objectives.

Illinois State Board of Education, Springfield. Dept. of School Improvement Services.

PUB DATE- Sep 86
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; *Behavioral Objectives; Communication Skills; Competency Based Education; Educational Improvement; *Educational Objectives; Elementary Secondary Education; *English Curriculum; *Language Arts; Language Skills; *Minimum Competencies; Minimum Competency Testing; Outcomes of Education; Reading Skills; State Legislation; State Programs; State School District Relationship; *State Standards; Writing Skills

Public Act 84-126 amended The School Code of Illinois to include a definition of schooling and a requirement that the goals for learning be identified and assessed. This document identifies state goals for language arts education in grades 3, 6, 8, 10, and 12, and includes a sample set of district level learning objectives consistent with those goals. Several legislative requirements are presented, though it is emphasized that school districts can either adopt these objectives or develop a different set, provided that it remains consistent with state goals. An overview of language arts education is provided as a basis for the presentation of six state educational goals. The goals presented stipulate that students, as a result of their schooling, will be able to (1) read, comprehend, interpret, evaluate, and use written materials; (2) listen critically and analytically; (3) write standard English in a grammatical, well organized, and coherent manner for a variety of purposes; (4) use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions; (5) understand the various forms of significant literature representing different cultures, eras, and ideas; and (6) understand how and why language functions and evolves. For each of the six goals a list of general knowledge skills related to a specific goal is provided. Sample learning objectives, keyed to the general knowledge/skills are then provided for each of the six goals and for each of the five grades. State goals for learning in six areas--language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health--are appended. In addition, a question-and-answer appendix discusses learning objectives, forms of government assistance, and state testing. (JD)

ED 277 029 CS 210 232

Ice, Marie
Children's Oral and Written Stories: Possibilities, Probabilities, and Preferabilities.
PUB DATE- Nov 86

NOTE- 30p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Cognitive Development; Elementary Secondary Education; Language Processing; Language Research; *Language Usage; *Oral Language; *Story Grammar; *Story Telling; *Verbal Development; Vocabulary Development; Writing Research; *Written Language

To determine the relationship between oral and written language conventions at the macro and micro levels, a study analyzed various elements of stories generated by children. Subjects, nine above average readers between grades 4 and 9, were asked to tell a story and then to write a story. Sources of stories, overall plot organization, and number and kind of characters represent the macrostructures analyzed. Microstructures analyzed were story conventions, clausal connections, T-units, and type-token ratios. Results indicated that subjects' language mode sensitivity was reflected at the morphological level in the microstructures of their written stories. Observations of children's language usage suggested that a distinction between oral and written vocabularies may be superfluous and that the distinction lies, instead, between receptive and expressive language. Analysis showed that children differentiate between oral and written texts when using fillers. Results indicated that students seldom use the same macrostructures for both their oral and their written stories, suggesting that they develop a repertoire of macro story elements from which they select when generating stories. Results were consistent with M. Ice's longitudinal study. (Statistical tables and a breakdown of each story element are appended.) (JD)

ED 277 059 CS 505 434

McCall, Jeffrey M.
A Liberal Arts Purist Approach to Media Education.

PUB DATE- Nov 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Field Experience Programs; General Education; Higher Education; *Journalism Education; *Liberal Arts; *Mass Media; News Media; *Program Development; Radio; Television
IDENTIFIERS- DePauw University IN

After presenting an argument for a liberal arts education for media students, this report describes the mass communication education program at DePauw University for which students must take coursework in at least five of six areas of study: natural sciences and mathematics, social and behavioral sciences, literature and the arts, historical and philosophical understanding, foreign language, and self-expression. The paper lists students' practical experiences in the mass communication education program, including participation in the campus FM radio station, a video production unit, or in off-campus internships. Finally, the report describes DePauw's Center for Contemporary Media, whose function is to benefit all students regardless of academic interest, provide a more intensive experience for students planning careers in the media, and support the development of future media practitioners through up-to-date print, radio, and television facilities. (SRT)

ED 277 115 EA 019 026

High, R. M.; Achilles, C. M.
Principal Influence in Instructionally Effective Schools.
PUB DATE- Mar 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Elementary Education; Leadership; *Leadership Qualities; *Principals; *School Effectiveness; Teacher Attitudes
IDENTIFIERS- *Administrator Effectiveness; Saint Louis City School District MO

Nine elementary and middle schools participating in Project SHAL, large-scale school effectiveness project in St. Louis, Missouri, served as the sample for a study of how principals derive their influence and power. Three of the schools were identified as "high-achieving," and six were identified as "other" (none of the schools could legitimately be classified as low-achieving). From the literature as well as the French and Raven (1959) classification, seven bases of power were identified that principals can manipulate to exert leadership for instructional effectiveness: legitimate authority, expertise, behavior modeling, ability to involve teachers and administrators in all school activities, power of coercion, interpersonal skills, and power to reward. Principals and teachers in the sample schools completed questionnaires, trained researchers observed the principals and conducted interviews, and district testing program results were reviewed. Validity, reliability, and interrater consistency measures indicated the data were acceptable. Several statistical measures were used to rank the use and the potential influence of leadership behaviors as perceived by various subgroups of respondents. The findings indicated that principals in high achieving schools used more of all the behaviors than those in other schools, and they more effectively emphasized behaviors that all respondents perceived as influential. (PGD)

ED 277 128 EA 019 043

Handbook on Services to Pupils Attending Nonpublic Schools. Revised.

New York State Education Dept., Albany. Office of Nonpublic School Services.

PUB DATE- 86

NOTE- 30p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Responsibility; *Ancillary School Services; *Compliance (Legal); Educational Policy; Elementary Secondary Education; Equal Education; Legal Responsibility; *Private School Aid; *Private Schools; *School District Autonomy; Shared Resources and Services; State Aid; State Legislation; *Student Rights; Student School Relationship; Student Transportation

IDENTIFIERS- *New York

This handbook interprets New York's education laws that require each public school district to provide permanent and requested noninstructional services for resident nonpublic school pupils. Each chapter describing a service includes a question and answer section; the document's final pages list legal citations and education department contacts. Chapter 1, "Health Services," describes Education Law 912, which directs that districts make equivalent health and welfare services available to all students. Questions cover implementation and requirements. "Textbook Loan Program," chapter 2, discusses district purchase and loan of textbooks. Questions concern types of textbooks, administrative obligations, and equitable treatment. Districts' purchase and loan of computer software programs is analyzed in chapter 3, "Computer Software Loan Program," where questions of implementation, exclusions, and obligations are discussed. Chapter 4, "School Library Materials Loan Program," explains district loan of learning aids to nonpublic schools. The program is administered in the same manner as the computer program. The law requires noncity districts to provide transportation for pupils, and this provision is described in chapter 5, "Transportation Services." Questions address methods, handicapped pupils, and dual enrollment. "Dual Enrollment Programs," chapter 6, analyzes enrollment of nonpublic school pupils in three categories of public school programs: occupational, handicapped, and gifted education. (CJH)

ED 277 142 EA 019 061

Dolan, Timothy
National Service as a Non-School Alternative to Education at the Secondary-Post Secondary Interface.
PUB DATE- Dec 86

NOTE- 25p.; Paper presented at the Western Region Conference of the Comparative and International Education Society (Manoa, HI, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alienation; Boards of Education; Bureaucracy; Disadvantaged; Economic Change; Futures (of Society); Industrialization; Postsecondary Education; *Public Policy; *Public Service; *School Business Relationship; Secondary Education; Social Problems; *Social Responsibility; *Structural Unemployment; *Youth
IDENTIFIERS- Educational Criticism; *National Service

A service period for youth is a reasonable idea, considering decreasing employment opportunities, increasing political and social alienation, widespread social pathologies, and the continued expansion of adolescence beyond its physiological and psychological parameters. Youth service has evolved from a federal "Great Society" concept to a more decentralized state or community version bridging the gap between high school and college. A school-based youth service would require some kind of regulation. Many educators believe that alterations in school structure will take place once the realities of our postindustrial society are widely recognized. At present, integrating a national youth service into the existing educational establishment would be extremely difficult. The service would be handicapped by bureaucracy. A better approach might be to present national or community service not as educational reform but as a social obligation with educational merit that dampens the effects of structural unemployment. Recognizing the cloudy future for national service in this country, this paper focuses on historical context, probable obstacles (subversion by educational and business bureaucracies) and the current status of the concept. Included are 1 diagram and 19 references. (MLH)

ED 277 171 EC 191 376

Rossi, Robert; And Others
Promoting Use of Technology in the Schools: An Organizational Analysis of California's Teacher Education and Computer Centers. CREATE Monograph Series.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 57p.; For other monographs in this series, see EC 191 371-375.
GRANT- G008302861
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; *Cooperative Planning; Educational Cooperation; *Educational Technology; Elementary Secondary Education; *Learning Disabilities; *Staff Development
IDENTIFIERS- *California

Sixth and last in a monograph series on the use of computer technology in the instruction of learning disabled students, this paper analyzes the California Teacher Education and Computer Centers (TECC) program. Five themes influencing the TECC program are identified for discussion: staff development, teacher incentives, local policymaking authority, regional networking, and cooperative planning. Technology as a high-demand area for staff development in various computer skills areas and as a motivational device for staff development in other, more traditional areas is also discussed. Finally, the paper cites implications of the TECC program for the use of computers in schools. Appendices, which comprise the bulk of the document, consists of the Introduction and Executive Summary from the Report on the 1983-84 Evaluation of the Teacher Education and Computer Centers, published in 1985 by the California Department of Education, a transcript of the authorizing legislation for the TECC, and a paper on the TECC's organizational relationships. (JW)

ED 277 185 EC 191 390

Understanding Parenting Skills: Unit 9. Parent Education Workbook for Mainstreamed Students. Part II: Child Care. Contemporary Parenting Choices. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-2508-3
PUB DATE- 85
NOTE- 28p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alcoholism; Child Abuse; *Child Rearing; Family Problems; High Schools; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; Parent Child Relationship; *Parenthood Education; *Parenting Skills; Workbooks

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the third in the Child Care part of the workbook, focuses on understanding parenting skills and includes individual lessons on how parents can help children grow and develop, why parents need to show love to their children, how parents can communicate with their children, how parents can guide their children's behavior, and some problems (such as child abuse and alcoholism) parents may have. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

ED 276 843 CE 045 920

Champagne, Delight E.
An Exploratory Study of the Educational Support Systems of Female G.E.D. Students.
PUB DATE- 82
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Programs; *Educationally Disadvantaged; Educational Research; *Females; *Helping Relationship; *High School Equivalency Programs; *Social Support Groups
IDENTIFIERS- *General Educational Development Tests

Structured interviews and case analyses were used to assess the support systems of 20 women enrolled in General Educational Development (GED) preparation classes in Connecticut. None was found to have a complete system of support--that is, one lacking in neither sources nor types of support as defined by the researchers--for their educational studies. Four respondents had educational support systems that were complete in terms of number of sources; two had systems in which all types were represented. Case analysis results indicated that intimate sources were found to be lacking most frequently. The other three sources--family, friends, and institutional--were more equally lacking to a lesser degree. Case analysis revealed that students were most lacking in the challenging type of support, while student self-reports indicated that resource support was felt to be most lacking. The most significant finding was that although resource pool type of support was found to be least lacking by case analysis and most helpful by respondents' reports, it was also recognized by the women to be the most needed type of support. Other important findings were the lack of husbands' support and no recognition of a need for challenging types of support. (A bibliography and the interview questionnaire are attached.) (YLB)

ED 276 899 CE 046 035

Rumbaugh, W. A.
A Six-Year, Longitudinal Study, Part Two, One Year after Leaving School. Final Report for Follow-up for Program Improvement.
Sandy Union High School District 2, OR.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- Nov 86
NOTE- 18p.; Study conducted at Sandy Union High School.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Employment Level; *Employment Patterns; *Enrollment Trends; Graduate Surveys; *High School Graduates; High Schools; Income; Longitudinal Studies; *Outcomes of Education; School Attitudes; *Vocational Education

During the first year of this six-year study, 170 seniors of Sandy Union High School in Sandy, Oregon, were divided into four groups on the basis of their high school course work. The students were classified as either vocational completers (32), vocational explorers (69), general academic (25), or college preparatory (33). The second part of the survey was conducted in July of 1986, approximately 13 months after the students left school. Ninety-two percent of the original 170 students surveyed were contacted. Of those contacted, 38.2 percent were employed full-time, 25.7 percent were working part-time, 9.0 percent were in the military, 6.25 percent were unemployed, and 3.5 percent were still finishing high school. Regarding the students' postsecondary educational status, 41.6 percent were attending school full-time, 9.7 percent were attending part-time, and 48.7 percent had not attended any postsecondary school. Of those attending school, 25 percent attended a four-year college, 21 percent attended a community college, and 6 percent attended a business or technical school. Of the vocational completers, 64.3 percent of those attending school were taking a program of study related to their high school vocational program and 55.7 percent of those employed were working in a job directly related to their high school vocational program. The average monthly wage of those working full-time was $766. Ninety-one percent of the vocational completers felt that their high school vocational programs were valuable. Although the students were satisfied with the job search training when asked about it while still in school, they now felt that more such training would have been useful. (MN)

ED 276 913 CG 019 528

Emshoff, James G.

Juvenile Diversion: Increasing or Decreasing the Width of the Net?

PUB DATE- Aug 86

NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Court Litigation; *Juvenile Courts; *Program Effectiveness; Program Evaluation; *Sentencing; Youth Problems; Youth Programs

IDENTIFIERS- *Diversion (Judicial); *Juvenile Diversion

One unintended consequence of juvenile diversion may be that diversion programs widen the net of justice system control, rather than divert youth from the system. This issue was examined in a group of youths who were randomly assigned to either the Adolescent Diversion Project (ADP) or to a control group who received services as usual by the court after referral by an intake referee at the court. Four methods of assessing the extent of net widening were used: (1) analysis of the court files of the first 62 control subjects to determine their eventual dispositions; (2) discriminant analysis of a random sample of court cases (N=253) and comparison to ADP cases (N=248); (3) analysis of questionnaire data provided by referees for 180 cases; and (4) analysis of system processing rates. The results indicated that the ADP did not achieve the goal of reducing the court's formal caseload. Most of the diversion cases were diverted from the 30-day adjournment disposition, which usually involves minimal supervision and monitoring of behavior by an intake referee. These findings question the current value of diversion programs, given their tendency to expand the net of social control over the population of youth. (NB)

Hazen, Margret; And Others
Report on the Writer's Workbench and Other Writing Tools.
North Carolina Univ., Chapel Hill, Microcomputing Support Center.
PUB DATE- 29 Nov 86
NOTE- 139p.; Light print in portions of appended material may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Computer Software Reviews; *Instructional Material Evaluation; Teaching Methods; *Word Processing; *Writing Instruction; *Writing Processes
IDENTIFIERS- ALP MacProof; HBJ Writer; Rightwriter; UNC CH Write; Writers Helper; *Writers Workbench (Computer Software); Writing Is Thinking

Comparing the effectiveness of several comprehensive computer-assisted writing tools, this final report on the Writing Tools Project evaluates five IBM programs--"Writer's Workbench" (WWB), "HBJ Writer," "Rightwriter," "UNC-CH Write," and "Writing Is Thinking"--and two Macintosh programs--"Writer's Helper" and "ALP MacProof." Each program is discussed separately and the project's design and implementation are detailed. The following summary observations were made: (1) the programs' analysis of computer text offered relatively little applicable advice; (2) although most programs were on-screen versions of traditional prewriting techniques, these methods may be more effective in computer form because they individualize the process and students prefer the anonymity and novelty of computer suggestions; and (3) the fluidity and neat, objective appearance of the words on the screen and the ease with which writers can edit and rearrange text made these programs powerful writing tools. Appendixes which make up more than half of the document include the WWB Proposal; a job description (lab assistant); a mailing list; the WWB Lab Survey; memos circulated to students, instructors, staff, administrators, and attendees involved in the project; faculty and student comments; a chart comparing the software; WWB documents; a sample student paper; and sample output from "HBJ Writer," "Rightwriter," "Writer's Helper," and "Writer's Workbench." (JD)

ED 277 044 CS 210 262

Gadomski, Kenneth E.
Preparing Students to Compose on a Computer.

PUB DATE- Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Literacy; *Computer Software; Editing; Higher Education; *Keyboarding (Data Entry); *Microcomputers; Revision (Written Composition); *Word Processing; *Writing Instruction; Writing Processes

In the proliferation of articles about using computers in the composition classroom published in the last five or ten years, few mention anything about preparing students to compose on a computer while all assert that computers do indeed help the composing process. Preparing students to compose on a computer involves three major processes: instruction, documentation, and consulting. The goal of instruction is threefold. First, it is necessary to remind students that the computer will be a tool with which to write in the same way that a pen and paper are tools. Second, writers must know the computer keyboard to get the maximum benefit from the program they are using. And third, they need a thorough introduction to the software they will be using. A necessary reinforcement for even the most effective instruction is documentation such as handouts, newsletters, and online help programs. Finally, instructors should learn and tell their students about the types of consulting that are available through their department and through the school's computing services. For a computer to be a composing tool as well as a typewriter, instructors must prepare their students to use it. (SRT)

ED 277 089 EA 018 943

Intriligator, Barbara A.
Collaborating with the Schools: A Strategy for School Improvement.
PUB DATE- 18 Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; Elementary Secondary Education; Models; Organizational Development; Organizational Effectiveness; *Organizational Theories; Participative Decision Making; *Planning; Program Design; Research Utilization; *School Business Relationship; School Community Relationship
IDENTIFIERS- *Collaboratives; *Interorganizational Relationships; Partnerships

This paper posits guidelines for planners forming interorganizational arrangements--or collaboratives--among universities, businesses, community organizations, and schools. The paper hypothesizes that schools can benefit from collaboratives and that these partnerships' success is attendant upon mutual understanding of a collaborative focus. Principles of collaboration were originally identified through a longitudinal study of a doctoral program arrangement between five county school systems and the University of Maryland. Additional research results were incorporated into the emerging model. Interorganizational relationships are newly created, single organizations formed voluntarily to achieve an interdependency of formal collaboration. This model features relationships among four characteristics: (1) Environmental, (2) Relational, (3) Procedural, and (4) Structural. Environmental characteristics involve organizations entering the arrangement and the external influences upon operations. Relational characteristics include properties that describe relationships, for example, involvement by member organizations' representatives. Shared decisionmaking defines the collaborative focus. Procedural characteristics concern formality, exchange process, and administrative processes. Organizations' equitable exchange of goods and services is central to collaboration. Structural characteristics are features of member organizations, collaborative demography, resources, and coordination mechanisms. Implementation of sponsored programs is the least developed aspect of the model at this time. Public organizations are favoring collaborative management principles because organizational settings now approximate settings of the interorganizational arrangements. (CJH)

ED 277 102 EA 019 012

Manley-Casimir, Michael E.; Sussel, Terri A.
The Equality Provisions of the Charter and Educational Policy: Preparations for Implementation.

PUB DATE- May 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Montreal, Quebec, Canada, May 28-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at...' (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights Legislation; Constitutional Law; Educational Change; *Educational Policy; Elementary Secondary Education; *Equal Education; Federal Government; Foreign Countries; *Government School Relationship; Public Opinion; Racial Discrimination; Sex Discrimination; *State School District Relationship; Student Rights
IDENTIFIERS- *Canada; *Canadian Charter of Rights and Freedoms 1982

Section 15 of the Canadian Charter of Rights and Freedoms, passed by the government in 1982, has been compared in its guarantees of equal rights to the equal protection clause of the Fourteenth Amendment of the Constitution of the United States. These equality provisions were deferred for a 3-year period so that federal, provincial, and territorial governments could inspect their legislation, consider and consult about the effect of the provisions on their governmental policies and practices, and legislate necessary amendments. This paper identifies and discusses provincial considerations of educational policy and practice in the equality provisions in general and of section 15 in particular. Part 1 reviews the legislative history of section 15. Part 2 discusses various mechanisms employed by different governments for reviewing statutory enactments. Part 3 concludes with reports on what amendments were made and what measures were taken by the different governments and private interest organizations in revising, reformulating, and abrogating inequitable and offensive legislative provisions and policies. Evidence shows that the federal and provincial/territorial governments generally have adopted a narrow, limited, technical, and superficial approach to the task of harmonizing their legislation with the equality standards in section 15 of the Charter. Included are 35 footnotes and 1 table. (IW)

ED 277 200 EC 191 707

Fewell, Deborah Harris
TARGETS: A Systematic Instructional Strategy Designed to Enhance Intrinsic Motivation.
PUB DATE- Nov 84
NOTE- 78p.; In: Intrinsic Motivation and Learning Strategies: A Combined Approach to Educating Learning Disabled Adolescents; see EC 191 706.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Learning Disabilities; *Learning Motivation; *Learning Strategies; Lesson Plans; *Locus of Control; Secondary Education; Self Evaluation (Individuals); *Student Motivation; Teaching Methods; Writing Skills

This curriculum guide is a systematic instructional strategy designed to enhance the intrinsic motivation of learning disabled adolescents. The complete strategy encompasses three major phases. Phase P (Preparing for Challenges) describes steps in preparing the classroom environment and presenting program goals to students. Phase A (Attacking Challenges) comprises the bulk of the document and consists of six lesson plans. Topics covered are a description of the TARGETS program, goal setting, writing goals, planning behaviors to accomplish goals, putting plans to action, and self-evaluation and goal adjustment. Phase C (Conquering Challenges) briefly describes combining the TARGETS program with learning strategies in the area of writing. A goals worksheet, 20 transparencies, and lesson worksheets for each of the six lesson plans are included. (JW)

ED 276 814 CE 045 814

Klein, Robert E.
School Enrollment among Male Veterans and Nonveterans 20 to 34 Years Old in October 1983. Monograph 70-85-5.
Veterans Administration, Washington, DC. Office of Information Management and Statistics.
REPORT NO.- IM&S-M-70-85-5
PUB DATE- 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Employment; *Employment Patterns; *Enrollment; Enrollment Influences; *Enrollment Trends; *Males; Part Time Employment; Postsecondary Education; *Veterans; Veterans Education; *Young Adults

Data from the October 1983 education supplement to the Current Population Survey were examined to determine school enrollment of male veterans and nonveterans 20-34 years old. Overall, 16 percent of nonveterans and 11.1 percent of veterans were enrolled. Differences existed among 5-year age groups. Only in the youngest group, aged 20-24 years, were nonveterans more likely to be enrolled than veterans. Veterans in the two oldest groups, ages 25-29 and 30-34, were more likely to be enrolled in school than nonveterans. Veterans were much less likely than nonveterans to be enrolled below the college level, but they were more likely to be enrolled in "special schools." At the college level, enrollment for veterans and nonveterans was similar. Only a small proportion (about 7 percent) of both veterans and nonveterans employed full-time were enrolled in school. A much higher proportion of part-time workers were enrolled: 60 percent of veterans and over 70 percent of nonveterans. More than 26 percent of veterans and only about 10 percent of nonveterans who were full-time college students worked full-time. Between 1978 and 1983 the proportion of veterans enrolled in college declined; the proportion of nonveterans enrolled increased. (YLB)

ED 276 829 CE 045 850

Lebrato, Mary T., Ed.
Help Yourself: A Manual for Dealing with Sexual Harassment.
California State Commission on the Status of Women, Sacramento.
PUB DATE- 86
NOTE- 228p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Affirmative Action; Civil Rights Legislation; Compliance (Legal); *Court Litigation; Criminal Law; Equal Opportunities (Jobs); Equal Protection; *Federal Legislation; *Federal Regulation; *Legal Responsibility; Nontraditional Occupations; Public Policy; Sex Bias; Sex Fairness; Sex Stereotypes; *Sexual Harassment; *State Legislation
IDENTIFIERS- California

This manual provides an overview of sexual harassment and what can be done about it. Although it deals with laws in California, its general sections and sections of federal laws could be used by persons in any state. The guide contains 12 chapters. Chapter 1 includes a discussion of what sexual harassment is and how it affects society and the individual. Chapters 2 through 11 discuss in detail the various options available to deal with the sexual harassment experience. They include information on the advantages and disadvantages of these options and what may be expected in the pursuit of a particular course of action. These chapters discuss documenting the experience, which is critical regardless of which avenue is pursued, remedies, the use of the criminal justice system, the employment complaint system, the military service complaint system, and the prison complaint system. The final chapter includes a discussion of various miscellaneous issues including personal and community strategies to assist in preventing sexual harassment, using expert witnesses, using the media, referral systems, educational workshops and training programs, prevention strategies, and working with men to eliminate the problem. The manual concludes with a comprehensive bibliography and resource list and extensive appendixes containing sample forms from various complaint agencies and current federal and California law and regulations. (KC)

ED 276 871 CE 045 984

Lydiard, Beverly W.
Strategies for Retaining Non-Traditional Students.
PUB DATE- 84
NOTE- 3p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *Classroom Techniques; Females; Guidelines; *Nontraditional Occupations; *Nontraditional Students; Postsecondary Education; Secondary Education; Sex Bias; *Sex Fairness; Sex Stereotypes; Trade and Industrial Education

This paper consists of 16 suggestions for retaining nontraditional students in classes in which it is unusual for them to participate. Emphasis is on female students in traditionally all-male fields, such as trade and industrial courses. Some of the suggestions are the following: (1) have more than one nontraditional student in a class; (2) give extra help to nontraditional students in areas in which they have not had much background; (3) don't tell dirty jokes and watch out for sexual harassment; (4) encourage open discussion of tensions; (5) don't be patronizing or chivalrous; (6) treat all students alike; (7) establish support groups for nontraditional students; (8) use gender-free terms and occupational titles; (9) help students to identify sex stereotypes; and (10) invite role models into the classroom. (KC)

ED 276 885 CE 046 007

Duelm, Brian Lee
Computer Aided Design in the Classroom.
PUB DATE- Dec 86
NOTE- 30p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Courseware; *Drafting; Fused Curriculum; Integrated Curriculum; *Media Selection; Postsecondary Education; *Program Development; Secondary Education; Teaching Methods; *Trade and Industrial Education
IDENTIFIERS- *Computer Assisted Design

Estimates calling for 1.2 million computer-assisted design (CAD) operator positions to be available by 1990 have prompted educational institutions throughout the country to incorporate instruction in CAD into their industrial arts curricula. Therefore, the question for schools is not whether to buy but rather what to buy. An effective strategy for purchasing CAD software should include the following steps: formation of a selection committee, comprehensive research on the concepts of CAD, formulation of a rationale for purchase, consideration of at least 15 points before selecting a CAD system, and negotiation with several vendors once a CAD system has been chosen. There are three approaches to establishing CAD competencies in any drafting setting. Instruction in CAD can be introduced (1) after students have developed proficiency in manual skills and a drafting discipline, (2) by establishing competency in a drafting discipline using computers instead of drawing boards, or (3) by first establishing an elementary competency in a drafting discipline using freehand sketching and then using CAD and manual skills together for industrial-quality work. Regardless of the integration method chosen, students working with CAD software need to develop prerequisite competencies in basic programming, trigonometry and analytical geometry, and a drafting discipline. (Appendixes to this report include lists of publishers of recommended course materials and microcomputer CAD software vendors, a form for evaluating CAD systems, and a directory of microcomputer CAD systems for education.) (MN)

Baker, Robert W.

The Student Adaptation to College Questionnaire and Its Use in an Intervention Study with Freshmen.

PUB DATE- 10 Apr 86
NOTE- 6p.; Paper presented at the Annual Meeting of the American College Personnel Association (New Orleans, LA, April 9-12, 1986). For a related document, see CG 019 546.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *College Students; Construct Validity; Emotional Adjustment; Higher Education; Social Adjustment; *Student Adjustment; Student College Relationship; *Test Reliability; Test Use
IDENTIFIERS- *Student Adaptation to College Questionnaire

The Student Adaptation to College Questionnaire (SACQ) is a self-report, Likert-type scale consisting of 67 statements that allude to various aspects of the experience of adjusting to college. The SACQ yields five indices: a full-scale score and subscale scores for each of four aspects of adjustment to college (academic adjustment, social adjustment, personal-emotional adjustment, and goal commitment/institutional attachment). The SACQ can be used as a source of dependent variables in studies of factors affecting student adjustment to college or as a way to identify students who are experiencing difficulty in their adjustment to college. Reliability of the SACQ has been assessed by Cronbach's coefficient alpha. Early studies of the questionnaire's validity focused on an examination of differential relation between subscales and events in students' lives presumed to differentially involve the operation of the variables measured by the subscales. Additional studies constitute examples of construct validity. The findings to date derive from studies at two institutions only. There is a need for further research to establish the usefulness of the SACQ across a range of colleges and universities. (NB)

ED 276 943 CG 019 560

Booth, Dorothy E.
Relationship between Health and Social Participation among the Institutionalized Elderly.
PUB DATE- 20 Nov 86
NOTE- 17p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Health; *Institutionalized Persons; Interpersonal Relationship; Nursing Homes; *Older Adults; *Participation; *Self Evaluation (Individuals); *Social Networks; Social Support Groups

Although researchers have found a correlation between health and social participation, more data are needed to determine the influence of health on the institutionalized elderly's participation. A study was conducted to explore the relationship between the perceived health status of the institutionalized elderly and their social participation. The sample was randomly drawn from a pool of elderly nursing home residents who were eligible for inclusion in the study. Interviews were conducted with 41 elderly residents. Data were obtained about the elderly's perceived health, social networks, and social participation using the Social Networks in Adult Life Questionnaire developed by Kahn and Antonucci. Results showed that 68% of the sample believed that their health hindered their social participation. Subjects reporting that health interfered with social participation reported larger personal networks. An inverse relationship was found between satisfaction with health and network size, suggesting that elderly in poor health attract more persons to their networks. These findings suggest that the institutionalized elderly continue to maintain informal social networks and that these networks, although significantly smaller than those reported by noninstitutionalized elderly, continue to provide some social support for the institutionalized elderly. (NB)

ED 276 958 CG 019 575

Medical Malpractice: Insurance Costs Increased but Varied among Physicians and Hospitals. Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-86-112
PUB DATE- 15 Sep 86
NOTE- 102p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, Maryland 20877 (1-5 copies, free; 6-99 copies, $2.00/copy; 100 or more, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Costs; *Hospitals; *Insurance; *Malpractice; *Medical Services; *Physicians; Trend Analysis

This report concerns the medical malpractice situation in the United States and contains information on the cost of malpractice insurance for physicians and hospitals. The report contains an executive summary and four chapters. Chapter 1 reviews the background of the problem and the objectives, scope, and methodology of the report. Chapter 2 examines total malpractice premium costs for physicians in 1983 and in 1985 and average premiums by region and specialty, and concludes that physician medical malpractice insurance costs have increased, but they vary widely by location and specialty. Chapter 3 examines hospital malpractice costs and concludes that hospital medical malpractice insurance costs increased from 1983 to 1985, but varied by region and by size of institution. Chapter 4 looks at changes in hospitals' limits of coverage, sources of coverage, and other actions taken by hospitals and concludes that many hospitals increased total coverage limits while inpatient days decreased. Eight appendices, 44 data tables, and 2 figures are included. (NB)

ED 276 972 CS 008 611

Reed, Michael
Reading Readiness and the Disadvantaged Child.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disadvantaged Youth; Early Childhood Education; *Early Reading; Reading Ability; *Reading Instruction; *Reading Readiness; *Reading Readiness Tests; Reading Research; Teaching Methods
IDENTIFIERS- Metropolitan Readiness Tests

Early reading instruction is important for all children, but especially for the disadvantaged, because the decision not to expose them to reading at an early age may result in an unrecoverable loss of intellectual potential. Reading readiness as an approach may exile children from literacy permanently because it is an abstract and alien process that risks losing a child's psychological commitment to reading. Naming colors, mastering letter names, matching rhyming words, identifying vowel sounds, matching nonsense syllables, and other readiness activities are not prerequisites for reading. Research shows that children can learn to read without readiness instruction, and in fact, children can fail a readiness test and yet be fully capable of reading. Readiness skills are both harder to teach and harder to acquire than reading itself. Readiness is a harmful exercise, especially for disadvantaged children, and it imparts the message that reading is like readiness--unfathomable in terms of the child's present world and inapplicable in terms of what the child perceives as his or her future needs. Early reading, however, lacks the mystical quality of readiness, and is comprehensible to the child since it begins at the word level and can be immediately used. (SRT)

ED 276 987 CS 008 633

McCracken, Robert A.; McCracken, Marlene J.
Stories, Songs, and Poetry to Teach Reading and Writing: Literacy through Language.
American Library Association, Chicago, Ill.
REPORT NO.- ISBN-0-8389-0450-5
PUB DATE- 86
NOTE- 157p.
AVAILABLE FROM- American Library Association, Publishing Services, 50 East Huron St., Chicago, IL 60611 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Reading; *Cognitive Development; Language Experience Approach; Literacy; Literary Genres; Poetry; Primary Education; *Reading Instruction; Reading Processes; *Reading Readiness; Reading Research; Short Stories; Songs; Teaching Methods; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- *Whole Language Approach

Focusing on the development of literacy, this book discusses the teaching of reading and writing through stories, songs, and poetry. It is argued that, to develop literacy, teachers must know what to teach, how to Teach efficiently, and how to assign practices through which children learn. The book is organized into three general parts. The first two chapters provide a statement of beliefs about literacy as natural learning and about reading readiness. Chapters 3 and 4 describe the reading process as apprehension and prediction and discuss ways to begin the teaching of reading. Chapter 5 centers on phonics as a skill to be learned through spelling and writing and applied in reading. The ideas expressed in this chapter are considered a fundamental part of teaching children about language and print. Chapters 6 through 9 address beginning writing and relevant research. The final chapter addresses the role of parents and nonteachers in reading instruction. (JD)

ED 277 157 EA 019 089

Amos, Neil; And Others
An Analysis of the Mississippi Performance-Based School Accreditation (Pilot Study).
PUB DATE- 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Higher Education; Job Performance; *Program Evaluation; *State Standards; Teacher Certification; *Teacher Education; *Teacher Evaluation
IDENTIFIERS- Mississippi; Mississippi Teacher Assessment Instruments; *Mississippi Teacher Educ Program Approval Process

The Mississippi Teacher Assessment Instruments (MTAI) are key elements in a process for both ensuring teacher competency and accrediting teacher education programs. Institutions providing teacher education must pass both a process review and a performance review. To pass the process review, institutions must screen students according to set standards, must obtain accreditation from specified professional groups, must require students to complete certain minimum levels of training including student teaching, and must make sure that all those supervising student teachers are properly certified as teacher evaluators. The performance review is a test of the quality of the institution's graduates, a significant percentage of whom must achieve acceptable scores on designated tests upon completion of their educations and must advance from provisional to standard certification after one year. The MTAI are used to measure the teaching skills of beginning teachers and to assess the skills attained by teachers seeking standard certification, and thus perform a significant role in the accreditation process. This report includes an appendix listing the 16 competency areas measured with the MTAI. (PGD)

ED 276 857 CE 045 947

Kulich, Jindra, Ed.
Adult Educators and Their Associations in British Columbia. PACE Papers 2.
Pacific Association for Continuing Education, Vancouver (British Columbia).
PUB DATE- 86
NOTE- 65p.
AVAILABLE FROM- Pacific Association for Continuing Education, 2832 West 36th Avenue, Vancouver, BC, Canada V6N 2R1 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Educators; Foreign Countries; Organizational Climate; *Organizational Objectives; Organizations (Groups); Organization Size (Groups); *Professional Associations; Staff Development; *Teacher Education; *Volunteers; Volunteer Training
IDENTIFIERS- *British Columbia

The papers written for this report deal with an analysis of volunteer and professional adult educators and with their training and continuing education. Papers include the following: "Adult Educators and Volunteers: A Partnership Strategy" (Russ Pacey, Susan Witter, and Barbara Bate); "The Professional Adult Educator: A Profile Developed from B.C.'s Adult Education Associations" (James E. Thornton and Richard O. Kavanagh); and "The Training of Adult Educators in British Columbia" (Denis J. Haughey). The second part of the report features self-portraits of the adult education associations active in British Columbia (B.C.). Information is provided about the genesis, rationale and goal development, organization, and current situation of the Pacific Association for Continuing Education (Knute Buttedahl); the Adult Basic Education Association of British Columbia (Norma Kidd); the Adult Special Education Association of British Columbia (Gladys Loewen); the Association for Community Education in British Columbia (Inge Williams); Association of British Columbia Teachers of English as an Additional Language (Pat Wakefield); the B.C. Association of Continuing Education Administrators (Ed Palleson and Don Jacobs); the Private Career Training Association of B.C. (Marie Tomko); the Society of Vocational Instructors of B.C. (Vernon A. Young); and the Training and Development Society of British Columbia (Roy Rajsic). (KC)

ED 277 030 CS 210 233

Resch, Kenneth E.

British and American Romanticism: CPR for the Classroom.

PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English Instruction; Higher Education; Literary Criticism; *Literature Appreciation; *Nineteenth Century Literature; *Poetry; *Reader Response; *Reader Text Relationship; *Romanticism; Secondary Education; Teaching Methods
IDENTIFIERS- Whitman (Walt); Wordsworth (William)

Poetry of the romantic age is often uninviting to students, leaving them puzzled because they do not sense the connections between the poetry and themselves. Yet, much romantic poetry can be enjoyed and comprehended if approached in terms of some personal, reflective, and connective readings. Wordsworth and Whitman are often avoided because they seem difficult to comprehend, tedious to teach, or irrelevant to students, but their poetry lends itself to personal, reflective connections. Teaching their poetry works best if teachers present meaningful connections between themselves and the poetry. These connections can then be transformed into connections between the poetry and the students, who thus find less obscurity, broader understanding, and deeper appreciation for romantic poetry. (SRT)

ED 277 060 CS 505 436

Compton, D. Chad; And Others
Techno-Sense: Making Sense Out of the Technological Impact on Human Communication.
PUB DATE- May 86
NOTE- 31p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Electronic Mail; Information Systems; *Interpersonal Communication; *Interpersonal Relationship; *Organizational Climate; *Organizational Communication; Organizational Effectiveness; Speech Communication; Work Environment

A study examined how organizational members describe their use and perceptions of electronic mail systems. Fifty-five subjects with access to electronic mail systems were interviewed at two organizations. Results indicated that subjects used the electronic mail system in the following ways: 84% for memos, notes, and correspondence; 53% for voice mailing; 37% for updating calendars and setting up meetings; 30% for obtaining or communicating necessary information; 22% to obtain technical information; 15% for brainstorming and problem solving; and 2% for document preparation. In general, results suggest that automated office systems have little or no impact on healthy interpersonal relationships and in some cases the system extends social interaction with other organizational members. However, the data also suggest that when interpersonal relationships or organizational climate are faltering, technology may contribute to the continued deterioration of the situation. Electronic mail systems clearly change the way that employees communicate, process information, and develop and maintain relationships. (The interview guide used to collect data is appended.) (SRT)

ED 277 075 CS 505 463

Ribeau, Sidney; Hecht, Michael L.
The Alignment of Interethnic Communication.

PUB DATE- May 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Attitude Change; *Blacks; *Communication Research; Cultural Differences; Higher Education; *Intercultural Communication; *Interpersonal Communication; *Racial Relations; Speech Communication

IDENTIFIERS- Accommodation Theory; *Interethnic Communication

A study explored ways of improving satisfying and dissatisfying conversations in order to have more effective interethnic communication. Specifically, research questions based in accommodation theory addressed what blacks feel could be done to improve both successful and unsuccessful conversations with whites. Twenty-four undergraduates at a Southwestern university completed a questionnaire for which they recalled satisfying and dissatisfying conversations with a white person and provided demographic information. Analysis produced five categories of alignment strategies: (1) asserting a point of view, (2) open mindedness, (3) lack of resolution, (4) interaction management, and (5) other orientation. Interaction management and other orientation were seen as strategies for improving already satisfying interactions while the remaining strategies were used to align dissatisfying interactions. In general, results showed that to promote alignment, respondents felt that the self should become more assertive about the topic, the other person should become more open-minded, and the conversation should be managed more smoothly through interaction management. Given the accommodation difficulties of interethnic communication, alignment strategies are important for effective interethnic relationships. Further research should test the efficacy of strategies suggested by participants in this study.A three-page reference list concludes the document. (SRT)

ED 277 129 EA 019 044

Financial Management Handbook for Federal and State Grant Programs.
Bulletin No. 7120.

Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- Sep 86

NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Compliance (Legal); Educational Finance; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal Programs; Federal Regulation; *Federal State Relationship; Financial Policy; Government School Relationship; Grants; *Money Management; *School Accounting; School Districts; School Support; *State Aid; State Departments of Education; State Legislation; State Programs; State Standards
IDENTIFIERS- *Wisconsin

This handbook provides a reference to the fiscal requirements and procedures for effective management of federal and state education grant programs in Wisconsin. The handbook references the Code of Federal Regulations, the federal Single Audit Act of 1984, and state statutes. Part A discusses the education department's general administrative regulations that concern programs funded by the United States Department of Education. The section includes definitions of allowable and unallowable costs, indirect cost rates, obligation of funds, record retention, and uniform property management standards. Part B focuses on operating procedures and offers a reference list of programs administered by the state department of public instruction. The section describes the state statute requiring school districts to maintain a uniform accounting system, methods of budget approval, and key concepts of the Single Audit Act of 1984. Purposes and procedures for administering federal programs are discussed in part C. Programs include Education of Handicapped Children, Early Childhood Incentive, and the Job Training and Partnership Act. Part D outlines programs funded through state appropriations. Among programs concerns are Special Olympics, alcohol and drug abuse, and minority group scholarships. The final section provides a directory of state officials to contact regarding fiscal policy and procedures and forms for report of local expenditures. (CJH)

ED 277 143 EA 019 062

McGee, Molly
When Do We Talk about Kids? The Complete Board Book.
National School Boards Association, Alexandria, VA.
REPORT NO.- ISBN-0-88-364-113-5
PUB DATE- 86
NOTE- 79p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board Administrator Relationship; *Board of Education Role; *Boards of Education; Decision Making; Elementary Secondary Education; Leadership; Meetings; Organizational Communication; *Organizational Effectiveness; Public Relations

School board members can be most effective if they are fully aware of their responsibilities, their political situations, and practical methods for maximizing the impact of their actions. This handbook reviews these elements of success in eight chapters. The first chapter advises the board member on how to determine his or her role in relation to the community, other board members, the school district administration, and the law. Chapter 2 looks at the board as a team, notes the importance of controlling conflict, and suggests that board members profile their colleagues in order to understand better the factors motivating them and influencing their thinking. Chapter 3 is devoted to the board's relationship with the superintendent. Techniques for enhancing the productivity of board meetings, including maintaining effective communication, are provided in chapter 4. The fifth chapter examines the process by which decisions are made. Chapter 6 covers the public relations interests of both the individual member and the board. Eight suggestions for dynamic leadership are offered in chapter 7. The final chapter reviews several typical situations that can affect board members positively or negatively. Appendices provide sample forms that board members can use to organize their activities. (PGD)

ED 277 186 EC 191 391

Understanding Tasks of Teenagers: Unit 10. Parent Education Workbook for Mainstreamed Students. Part II: Child Care. Contemporary Parenting Choices. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-2509-1
PUB DATE- 85
NOTE- 22p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; Decision Making; High Schools; *High School Students; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; Parenthood Education; *Personal Autonomy; *Self Concept; Workbooks

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the fourth in the Child Care part of the workbook, focuses on understanding tasks of teenagers and includes individual lessons on how a teenager becomes independent from the family, how teenagers develop a sense of identity, and how teenagers can use the decision making process to choose a career. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

The Rehabilitation Act Amendments of 1986. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 29 Jan 86
NOTE- 121p.; Serial No. 99-108. Much of the document contains small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); *Disabilities; Elementary Secondary Education; *Federal Legislation; Federal State Relationship; Hearings; Higher Education; *Vocational Rehabilitation
IDENTIFIERS- Congress 99th; *Rehabilitation Act Amendments 1986; Rehabilitaton Act 1973

The transcript of the 1986 House of Representatives hearings on amendments to the Rehabilitation Act of 1973 contains verbatim testimony and committee questions, prepared statements, letters, and supplemental material. The Amendments require state plans to address rehabilitation engineering services, the development of mechanisms to provide technological devices to the disabled, restructuring of federal rehabilitation agencies, and provisions for increasing the state contribution from 20% to 25%. Organizations providing testimony or statements include: National Association of Rehabilitation Facilities; National Rehabilitation Association; Association of Retarded Citizens; Easter Seal Society; Matrix Institute; Council of State Administrators of Vocational Rehabilitation; Helen Keller National Center for Deaf-Blind Youths and Adults; American Cancer Society; National Council of Independent Living; National Federation of the Blind; National Council on the Handicapped; and American Rehabilitation Counseling Association. (CB)

ED 276 844 CE 045 921

Campbell, Richard
Evaluation of Cooperative Education.
PUB DATE- Dec 86
NOTE- 12p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Check Lists; *Cooperative Education; Educational Facilities; Equipment; *Evaluation Criteria; *Evaluation Methods; Followup Studies; Instructional Materials; Job Placement; Outcomes of Education; Program Administration; Program Development; Program Effectiveness; *Program Evaluation; Secondary Education; Summative Evaluation; Teacher Role; *Work Experience Programs

This guide presents criteria for local evaluation of cooperative education programs. The first section of the guide defines cooperative education and sketches the elements that determine a cooperative education program. The second part of the evaluation guide contains components to be evaluated in cooperative education programs. Each component is defined by a goal and described by the quality indicators that should be found in the program. The eight components to be evaluated are the following: program development and operation; advisory council; facilities and equipment; program administration; instructional staff; curriculum and instruction; student follow-up and placement; and cooperative education components. The final section of the guide is a summary sheet to be filled out as part of the evaluation process. Space is left for comments on strengths, recommendations, and plans for improvements for the eight components reviewed. (KC)

ED 276 914 CG 019 529

Travis, Shirley S.; McAuley, William J.
Recommendations for Long Term Care in an Elderly Medicaid Population.
PUB DATE- Nov 86
NOTE- 27p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Services; *Decision Making; *Deinstitutionalization (of Disabled); Individual Needs; *Institutionalized Persons; *Nursing Homes; *Older Adults; Residential Care
IDENTIFIERS- *Long Term Care; Virginia

The State of Virginia has had a statewide nursing home preadmission screening program since 1977 and has made efforts to ensure appropriate placement of individuals in long term care settings. In a major effort to divert certain individuals from institutionalization, a personal care option has been provided. Using data from the Preadmission Screening Program, a study was conducted to examine cases from intermediate care (N=133), skilled care (N=1,088), and community-based care (N=1,390). The results of tabular and logistic regression analyses were used to discuss explanatory models for recommended care settings in an elderly Medicaid population. Significant explanatory variables for recommendations in an institutional setting were consistent with a need for long term supervision and care. Intermediate care recommendations were more often associated with individuals who were not mentally competent or had no one to provide informal support while skilled care individuals generally had specific nursing needs (dressings, decubitis ulcers, medication administration) and increased mobility restrictions while receiving rehabilitative care and services. (Data tables and references are included.) (Author/NB)

How To Prepare Materials for New Literates.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-893-0
PUB DATE- 86
NOTE- 67p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (#893, $5.00 member, $7.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Functional Literacy; Instructional Material Evaluation; *Instructional Materials; *Literacy; *Material Development; *Production Techniques; Reading Materials
IDENTIFIERS- *New Literates

Designed to help educators prepare materials for newly literate individuals, this guidebook is comprised of four chapters. The first two chapters provide background material explaining the needs and requirements of newly literate people. Chapter 1 characterizes "post-literacy" materials and services and discusses the role of the post-literacy facilitator in working with the community and with outside institutions. Chapter 2 details how new literates can, through participatory research, work with educators to define their needs and to use the literacy skills that they have achieved. The remaining two chapters provide specific advice for the new writer, editor, or publisher. These chapters explain the technical aspects of turning ideas into print and suggest ways of determining the success of the printed materials that result. Specifically, chapte 3 discusses: (1) the production of a bulletin board, a local newspaper, and books; (2) the design of printed materials; and (3) print production in general. Chapter 4 provides some questions to be used by educators in evaluating the success of three types of materials produced for new literates: hand-lettered notices, community newspapers, and books. Answers to these questions are intended to help educators improve both the quality of future products and readers' use and enjoyment of their new skill. Figures and line drawings illustrate the text. (JD)

ED 277 002 CS 210 132

Hibbison, Eric P.

Critical Reading for Critical Writing in the Introduction to Literature Course.

PUB DATE- 85
NOTE- 18p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, GA, October 31-November 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Course Descriptions; *Critical Reading; Higher Education; *Introductory Courses; *Literary Criticism; *Literature Appreciation; Literature Reviews; Reading Instruction; Reading Skills; *Reading Writing Relationship; Teaching Methods; Writing Instruction; Writing Skills
IDENTIFIERS- *Farewell to Arms (A)

Containing a review of recent research on critical reading and six appendixes detailing course tasks and assignments in an introductory literature course, this essay aims to help teachers develop students' ability to read and write about literature critically. The essay, which focuses on how these course tasks coincide with the findings of recent reading research, defines critical reading and applies the definition to the problem of American teenagers' critical reading of literature, citing findings and suggestions from the works cited. The paper also addresses the benefits of the in-depth study of a significant literary work to students' understanding and enjoyment of the reading. The appendixes comprise the bulk of the document and prescribe class activities designed to complement and enrich students' reading of Hemingway's "A Farewell to Arms." Appendix 1 lists 20 tasks that students must complete in the term; the remaining appendixes spring from these requirements. Appendix 2 provides study questions--to be answered after the first complete reading--that solicit analytical paragraphs about the reading. Appendix 3 requires students to form a thesis statement from a list of specific passages, Appendix 4 contains a sample of a final essay based on this statement, Appendix 5 provides a sample page from a background project assignment list, and Appendix 6 lists bibliographical materials for students. (JD)

ED 277 016 CS 210 212

Charleston/Stonewall Jackson High Schools' Honors English Program.
Kanawha County Schools, Charleston, W. Va.
PUB DATE- Oct 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *English Curriculum; English Instruction; High Schools; *Holistic Approach; *Honors Curriculum; Humanities; Language Arts; *Literary History; Literature Appreciation; *Sequential Approach; Teaching Methods; Writing Instruction
IDENTIFIERS- *West Virginia (Kanawha County)

In the 1984-85 school year, the 3-year Honors English course was initiated at Stonewall Jackson and Charleston High Schools in Kanawha County, West Virginia. Focusing on its humanities approach to language arts instruction, this curriculum guide outlines a sequential, thematic program designed to provide students with an historical background of language and literature. A discussion of Kanawha County's educational history and diverse population provides an historical perspective. Literature bases and corresponding language/composition activities are listed, starting with the beginning of recorded history through the Middle Ages (10th grade), the Renaissance to 1860 (11th grade), and the American Civil War era to the present (12th grade). The curriculum rationale lists the following objectives: (1) recapture teacher and student enthusiasm for excellence and pride in achievement; (2) cultivate higher level thinking; (3) apply critical thinking skills to literary selections; (4) develop writing and speaking skills; (5) promote understanding of the purposes of writing and speaking and of author/audience relationships; (6) enhance the study of literature through social, historical, and aesthetic perspectives; (7) relate communication skills to other curriculum areas; and (8) employ teaching methods that help students assume more responsibility in the learning process. The program described utilizes community resources through guest lecturers and field trips and seeks the cooperation of specialists on the regular school and county administrative staffs. (JD)

ED 277 045 CS 210 263

Hamilton-Wieler, Sharon
Writing as a Thought Process: Site of a Struggle.
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Content Area Writing; Foreign Countries; *Intellectual Disciplines; Language Role; *Language Usage; *Linguistic Theory; Rhetorical Criticism; Secondary Education; Writing Instruction
IDENTIFIERS- Great Britain; *Linguistic Conventions; Rhetorical Theory

Composing written text in an educational context engages both students and teachers in struggles between convention and choice, resulting frequently in the negotiation of compromises with which neither teachers nor students feel comfortable. The linguistic traditions of a discipline are powerful determinants of the nature of the language in which students are expected to conceptualize the evidence of the discipline, and to express their concepts in written text. Students learn discipline-specific linguistic conventions that are conceptual frames for intuited, personal, or common sense responses. This changes what is signified by the language, shifting it from the realm of personal or even common knowledge into the more rarefied and authorized realm of discipline-specific knowledge. At the same time it allows for an integration between what is authorized and what is intuited, between convention and choice. If the relationship between convention and choice can be viewed dialectically, the tension between them can be a struggle toward linguistic growth. Examples from students show that conventions are frequently perceived by students and teachers alike as constraints. To make academic language more accessible to students, teachers should evaluate their linguistic conventions and discard those that no longer serve a useful purpose. (SRT)

ED 277 103 EA 019 013

Manley-Casimir, Michael E.; Sussel, Terri A.
Special Children and the Charter: Constitutional Implications for the Legal Right to an Appropriate Education. A Report Submitted to the Human Rights Law Fund, Department of Justice.
Simon Fraser Univ., Burnaby (British Columbia). Faculty of Education.
PUB DATE- 15 Jul 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Civil Rights Legislation; Constitutional Law; Court Litigation; *Disabilities; Elementary Secondary Education; *Equal Education; Federal State Relationship; Foreign Countries; Public Opinion; School Law; *Special Education; State Programs; State School District Relationship; Student Needs; *Student Rights
IDENTIFIERS- *Canada; *Canadian Chapter of Rights and Freedoms 1982; Canadian Government; Education for All Handicapped Children Act; Supreme Court; Supreme Court of Canada

The 1982 Canadian Charter of Rights and Freedoms guarantees equal protection and equal benefit of the law to all individuals without discrimination "and, in particular, without discrimination based on...mental or physical handicap." This report identifies and clarifies policy-making questions and issues that are arising as educators translate the law into viable policies and programs for handicapped children. The report is divided into the following sections: (1) an overview of legislative and judicial trends in accommodating handicapped children's right to an appropriate education; (2) a survey of public interest group responses to current provincial legislative policies and programs for handicapped children (including representative examples of how these individuals and groups perceive current legislative initiatives); (3) an overview of recent United States constitutional and legislative developments in handicapped education and a discussion of Canadian legal trends in light of the American experience; and (4) possible applications and implications of the Charter's equality provisions that illustrate the meaning of equal benefit for handicapped children in education. Appendices include letters to ministers of education, special interest/advocacy groups, and human rights commissions (used in the research reported in section 2); a list of 24 references; and a table of 17 cases. (IW)

ED 277 116 EA 019 027

Junhua, Wang

An Overview of China's Ongoing Education Reform.

PUB DATE- 20 May 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Winnipeg, Manitoba, Canada, June 1-4, 1986). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Economic Development; *Educational Change; Educational Finance; Elementary Secondary Education; Foreign Countries; Government Role; Government School Relationship; Human Capital; Institutional Autonomy; *National Programs; Postsecondary Education; Vocational Education
IDENTIFIERS- *China

During the period from 1949 to 1984, industry's share in the national economy of the Peoples' Republic of China rose from 30 percent to 60 percent. Despite raising literacy over the same period from 20 percent to over 75 percent, the Chinese educational system has failed to keep pace with the economy's rapidly expanding need for trained technicians, engineers, and scientists. In addition to failing to maintain a proper balance among different types of training, the system has also used teaching methods that discourage individual initiative and has denied any autonomous authority to educational institutions. To remedy these problems, China has adopted several reforms including making 9 years of schooling compulsory, restructuring secondary education to place greater emphasis on vocational and technical training, restructuring higher education to alter enrollment patterns and to allow postsecondary institutions adequate administrative authority, and improving curricula and teaching methods. The likelihood that these reforms will be successfully carried out is enhanced by the Chinese Communist Party's declaration that education is the highest priority, by the strength of the existing base of educational institutions, and by governmental commitments to increasing financial support for education at a rate greater than the growth rate of state revenues. (PGD)

ED 277 172 EC 191 377

"EHA Amendments of 1986" Becomes Law; Establishes New Partnerships for Early Intervention Programs.

National Association of State Directors of Special Education, Washington, D.C.

PUB DATE- 22 Oct 86
NOTE- 10p.
AVAILABLE FROM- National Association of State Directors of Special Education, 2021 K St., N.W., Suite 315, Washington, DC 20006-1077 ($1.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Serials (022)
DESCRIPTORS- Accessibility (for Disabled); Deaf Blind; *Disabilities; Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Federal Programs; Infants; *Intervention; Preschool Children; Preschool Education; Research Projects; Resources; School District Spending; State Aid; State Departments of Education; Toddlers
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Amendments 1986

Public Law 99-457, the Education of the Handicapped Amendments of 1986, reauthorizes the discretionary programs of the Education of the Handicapped Act, provides incentives to states to serve an estimated additional 70,000 handicapped 3- to 6-year-olds and creates a new discretionary program to address the special needs of handicapped infants and toddlers and their families. In this summary of the amendments, each of the titles is described. The section on Title I considers grants to states, components of a statewide system, individualized family support plans, and application criteria and approval. The section on Title II discusses eligibility criteria, sanctions, distribution to local education agencies, and amendments to the state plan. The section on Title III covers regional resource and federal centers; services for deaf-blind children; early education for handicapped children; research, innovation, training, and dissemination activities; postsecondary education programs; secondary education and transitional services; grants for personnel training; grants to state education agencies; research and demonstration projects; grants to recruit school personnel; and educational technology and media. The section on Title IV discusses such miscellaneous issues as removal of architectural barriers, expanded use of funds by state education agencies, special provisions regarding Native Americans, standards for qualified personnel, and evaluation. (CB)

ED 276 815 CE 045 815

Post High School Transition: A Planning Guide for Educational and Job Placement.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.
PUB DATE- Oct 84
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Education; Career Guidance; Demonstration Programs; *Education Work Relationship; High Schools; *Job Placement; *Program Development; Program Evaluation; Program Implementation; *School Community Relationship; *Student Placement

This guide for teachers, counselors, and administrators presents a comprehensive system for educational and job placement aimed at facilitating post high school transition. It emphasizes activities and services for educational placement and job placement and development of student skills leading to self-placement. Chapter 1 describes features of exemplary placement programs: a guidance and career preparation orientation; educational and job placement options; the planning, implementation, and evaluation processes; and community partnerships. Sample activities for implementing each element are listed. Chapter 2 recommends basic placement activities in four program categories: preparation for placement, educational and job placement, placement related to training, and evaluation. Fundamental placement activities are listed, and examples are given. Chapter 3 describes a planning process that will result in a comprehensive placement program tailored to local needs. It discusses basic strategies for assessing needs, setting objectives, identifying program activities, making staff assignments, carrying out plans, managing information, evaluating placement activities, documenting student placements, and following through for program improvement. It suggests process options for each step. A glossary precedes the introduction. The appendix includes a 23-item annotated bibliography of placement literature and sample forms for the placement process. (YLB)

ED 276 830 CE 045 872

Porreca, Anthony G.

The Holmes Group: Graduate Curriculum Revisions for Business Teacher Education.

PUB DATE- 6 Dec 86
NOTE- 24p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 5-9, 1986). Some pages contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; *Business Education Teachers; Core Curriculum; Curriculum Development; *Educational Change; *Graduate Study; Higher Education; *Teacher Education
IDENTIFIERS- Holmes Group

Materials are provided from a presentation concerning the Holmes Group, a coalition of 39 education deans from leading research universities, and its reform package for teacher education. The specific focus of these materials is creation of a revamped graduate-level education curriculum for business teacher education at the Ohio State University (OSU). A press release on the Holmes Group, a chart of its geographical regions, and a journal article on the Holmes Group are presented. Other contents include a list of generalizations concerning OSU teacher education students and an outline of issues in professional development of teachers. A description of the business teacher education major at OSU displays the 10-course professional business teacher education core curriculum. A listing of 12 business teacher education issues precedes the reference list. (YLB)

Recruitment and Inservice Training of Nondegreed Teachers: An Administrator's Guide. Competency-Based Vocational Education Administrator Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-240-6
PUB DATE- 87
NOTE- 94p.; For related documents, see ED 236 383-386 and CE 045 988.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competency Based Education; *Inservice Teacher Education; Learning Modules; *Management Development; Models; Needs Assessment; Postsecondary Education; Program Content; Program Descriptions; Program Development; Secondary Education; Staff Development; *Teacher Aides; *Teacher Recruitment; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Nondegreed Teachers

This module, which is one in a series of 29 competency-based administrator education learning packages and related supportive materials focusing upon specific professional competencies of vocational administrators, deals with recruiting and providing inservice training for nondegreed teachers. The first section discusses the need to use nondegreed teachers in vocational-technical education. The following aspects of meeting the need for nondegreed teachers are discussed in the second part: developing a recruitment plan, assessing staffing needs, identifying likely sources for locating prospective teachers, selecting appropriate recruitment and management strategies, presenting and selling teaching as a career, and training and retaining nondegreed teachers. The third part describes selected model training programs for secondary and postsecondary vocational teachers in the following states: Massachusetts, New York, Pennsylvania, Ohio, Florida, Arkansas, and Texas. The model recommended by the National Association of Trade and Technical Schools for training postsecondary occupational instructors is also presented. Each of these program descriptions includes some or all of the following: program title, target group, program description, description of the regular certification program, funding sources, and an address from which to obtain additional information. (MN)

ED 276 886 CE 046 009

Schindler, Irene
Speedwriting--The Proven One-Year Shorthand System.
PUB DATE- 7 Dec 86
NOTE- 10p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Course Content; Educational Benefits; *Notetaking; *Office Occupations Education; Postsecondary Education; Secondary Education; *Shorthand
IDENTIFIERS- *Speedwriting

Emma Dearborn originated the Speedwriting Alphabetic Shorthand in 1924. The system became well known in 1928 when it became the first shorthand system publicized for dual use in verbatim recording and selected notetaking. For the next 50 years, speedwriting was marketed in a franchise arrangement with proprietary schools. It became available to both secondary and postsecondary public schools for the first time in the 1970s. The feasibility of teaching speedwriting for purposes of verbatim recording in a one-year course or for purposes of notetaking in a half-year course is well proved. Historically, symbol shorthand instruction has been characterized by high failure, high dropout, and low achievement rates. After adopting the speedwriting system, however, many instructors report a doubling of their student retention rates. Moreover, most are quite pleased with the competencies their students develop. Because of the wealth of supportive materials that now exist for teachers wanting to switch from teaching symbol shorthand to speedwriting, the problems of switching are minimal. The speedwriting principles text contains only 36 theory lessons and 6 review/reinforcement lessons. The system is flexible, adaptable to various formats, and gives full attention to language arts and vocabulary building. An additional set of 60 dictation/transcription lessons covering 12 areas of business is also available for advanced study. Speedwriting has been well received by educators and employers alike. (MN)

ED 276 900 CE 046 042

Stinchcomb, James D.
Program Guide for Criminal Justice.
Miami-Dade Community Coll., FL. North Campus.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 86
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Behavioral Objectives; Correctional Rehabilitation; Courts; *Criminal Law; *Law Enforcement; *Law Related Education; *Police Education; Postsecondary Education; Program Guides; State Legislation; Statewide Planning; *Vocational Education
IDENTIFIERS- *Florida

This program guide is intended to assist practitioners in developing a course to prepare students for employment in the fields of law enforcement, courts, and corrections in the state of Florida. The introductory sections describe the major concepts and content addressed in the course and the responsibilities of criminal justice sworn personnel, law enforcement and correctional officers, and officers in the criminal justice system. The second section covers guidelines pertaining to program standards, planning, structure, development, review and evaluation, and advisory committees. The following aspects of program content are discussed in the third major section: occupational requirements of criminal justice personnel, program standards, instructional approaches, associate degrees, advisory committees, and a suggested course outline. The suggested course outline includes overviews and objectives for units addressing 24 topics, including the following: the criminal justice system, criminology, criminal investigation, crime scene investigation procedures, juvenile delinquency, police administration, traffic control, law enforcement, accident investigation and traffic enforcement, corrections administration, deviant and normal behavior, criminal law, courtroom demeanor and testimony, rules of evidence, jail operations, institutional and noninstitutional treatment of offenders, human relations, defense tactics, and crime prevention programs. The final three sections deal with program facilities, instructional resources, and pertinent professional organizations. (MN)

ED 276 929 CG 019 546

Smith, Margaret A.; Baker, Robert W.

Freshman Decidedness Regarding Academic Major and Adjustment to College.

PUB DATE- 10 Apr 86
NOTE- 6p.; Paper presented at the Annual Meeting of the American College Personnel Association (New Orleans, LA, April 9-12, 1986). For related document, see CG 019 545.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Emotional Adjustment; Higher Education; *Majors (Students); *Nonmajors; Social Adjustment; *Student Adjustment; Student College Relationship
IDENTIFIERS- Student Adaptation to College Questionnaire

Research has shown a relation between a student's academic major decision status and the quality of his/her adjustment to college. Three studies were conducted to examine this issue in college freshmen. The Student Adaptation to College Questionnaire (SACQ) was used to measure academic adjustment, social adjustment, personal-emotional adjustment, institutional attachment, and a full-scale score. In study 1, 23 freshmen with majors and 13 without majors completed the SACQ during their second semester. Data analysis revealed that the mean scores of students with majors were higher than the mean scores of nonmajors on all five indices and the differences were statistically significant for academic adjustment, institutional attachment, and full-scale scores. In study 2, 37 freshmen with no majors and 38 with majors completed the SACQ during their first semester. T-tests revealed that the mean score of students with majors was significantly higher than that of nonmajors on the academic adjustment subscale only. In study 3, the SACQ was completed by 103 freeshmen in their second semester; the subjects in study 3 included those participating in study 2. The mean scores of students with majors were significantly higher than those of nonmajors for all indices except social adjustment. These findings support the hypothesis of a positive relation between freshmen academic major decision status and adjustment to college, with the relation appearing to emerge more clearly in the second semester than in the first and the effect appearing to be most pronounced with respect to academic achievement. (NB)

ED 276 944 CG 019 561

Golant, Stephen M.

The Residential Moves by the Elderly to U.S. Central Cities, Suburbs, and Rural Areas.

PUB DATE- 21 Nov 86

NOTE- 19p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Age Differences; *Migration Patterns; *Older Adults; Place of Residence; Population Trends; *Relocation; Residential Patterns; *Rural to Urban Migration; *Urban to Rural Migration; *Urban to Suburban Migration

An increasing number of studies have examined the movement patterns of older people between metropolitan and nonmetropolitan areas in the United States. Most of these studies, however, have not considered whether the relocation patterns of older persons differ systematically from those of younger populations. The 1975-1980 migration stream and net migration patterns of over and under age 65 persons were examined using data from the 1980 U.S. Census. Central cities and suburbs of metropolitan areas (SMSAs) and nonmetropolitan areas (NonSMSAs) were distinguished as origins and destinations. The findings revealed that most elderly movers relocated within a fairly limited geographic context and revealed strong preferences for metropolitan living. Suburban locations were more favored than central city locations. Net migration findings may provide misleading interpretations of older movers' locational choices. The migration patterns of the age 65 plus population were similar to those of the age 45 to 64 population, but differed from those of the more youthful U.S. populations. The findings highlight migration streams of elderly movers who have likely experienced changes in their life-styles or personal resources. (Author/NB)

ED 276 959 CG 019 576

Pearson, Jane L.; And Others

Elderly Psychiatric Patient Status and Caregiver Perceptions as Predictors of Caregiver Burden.

PUB DATE- 86
NOTE- 21p.; An earlier version of this paper was presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Cognitive Ability; *Daily Living Skills; Depression (Psychology); *Mental Health; *Older Adults; Physical Health; Predictor Variables; Psychiatry; *Self Care Skills; *Stress Variables
IDENTIFIERS- *Caregivers

Several patient status variables have been associated with caregiver burden. A study was conducted to examine relationships between caregiver burden; patient variables of cognitive status, depression, and physical status; and caregiver perceptions of disruptive behavior and discrepancies between patient abilities and behaviors. Subjects were elderly psychiatric patients (N=46) referred to a geriatric assessment unit and their caregivers (N=46). Patients completed measures of cognitive status, depression, and self-reported ability to perform basic activities of daily living (walking, eating) and instrumental activities of daily living (doing laundry, talking on the telephone). Caregivers completed measures of patient disruptive behavior, caregiver distress, and caregiver burden. The results revealed that significant predictors of caregiver burden were patient disruptive behavior, patient activities of daily living limitation, patient memory or orientation, and caregiver distress. These results, along with results from previous studies, suggest that predictors of caregiver burden vary with the elderly patients' diagnoses. A three-page reference list and four data tables conclude the document. (NB)

ED 276 988 CS 008 637

Pittelman, Susan D.; Johnson, Dale D.
Project on the Investigation of the Effectiveness of Vocabulary Instruction. Final Report.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 17p.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; Classroom Techniques; Elementary Education; *Reading Instruction; Reading Skills; *Reading Strategies; Semantics; Sight Method; *Vocabulary Development; *Vocabulary Skills; Word Lists; Word Recognition
IDENTIFIERS- *Semantic Feature Analysis; *Semantic Mapping

The primary focuse of the research project reported in this paper over a five-year period has been on investigating the effectiveness of vocabulary teaching strategies, with particular emphasis on the two semantic-based instructional strategies of semantic mapping and semantic feature analysis. A series of five varied studies evaluated these strategies for vocabulary acquisition. All verified that these strategies are not only powerful tools for vocabulary development but good alternatives to the traditional instructional activities presented before students read a new passage (pre-reading). In this latter application, semantic mapping and feature analysis serve not only to introduce key vocabulary from a passage but also to activate students' prior knowledge of a topic, thereby better preparing students to understand, assimilate, and evaluate the information in the material to be read. In addition, when used after reading a new passage (postreading), semantic based instructional strategies provide a review of the material that anchors new knowledge to prior knowledge. In a secondary focus of the research project to determine the role of vocabulary instruction in actual classroom practice, a field survey of teachers was conducted. Results indicate that vocabulary instruction and emphasis are not high priorities with most classroom teachers. (NKA)

ED 277 090 EA 018 966

Gally, Jonathan
The Structure of Administrative Behavior: An International Dimension in Educational Administration.
PUB DATE- Apr 86
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Administrator Characteristics; Administrator Responsibility; Comparative Analysis; Decision Making; Elementary Secondary Education; Foreign Countries; *Interpersonal Communication; Principals; *School Administration; Superintendents; *Time Management
IDENTIFIERS- *Administrator Behavior; *Israel

This document reports on a study of structural characteristics in the administrative behavior of Israeli school administrators and compares the findings with similar studies conducted in the United States, Canada, and Australia. The sample consisted of eight high school administrators, whose on-the-job behavior was observed for 5 hours per day for a total of 10 days each. Results of the study show clear similarities between the structural characteristics of Israeli school administrators and administrators in other countries in the following five respects: (1) most administrators' activities are concentrated in their offices, indicating a dominant trend of territoriality; (2) a very large proportion of administrators' time is spent in verbal contacts, whether by means of direct talks or telephone calls; (3) administrators usually relate to people on a one-to-one basis, or in "dyads"; (4) the initiation of administrative activities is almost equally divided between administrator-initiated activities and activities initiated by others; and (5) administrative activities are characterized by brevity, fragmentation, and variety. The document concludes with an in-depth discussion of the importance of utilizing the knowledge of administrative patterns of communication and participation and of the allocation of administrative time. Four tables and five figures are included. A one-page bibliography is appended. (IW)

ED 277 158 EA 019 091

Hansen, Kenneth H.
Beyond the Wall Chart: Appraisal of Statewide Educational Progress. A Policy Issues Paper. Program Report.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 15p.; Prepared for the Chief State School Officers of the Northwest and Pacific.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Policy; Elementary Secondary Education; Evaluation Criteria; Evaluation Needs; Measurement Objectives; Policy Formation; *State Programs

State educational policy-makers are showing increasing interest in using statewide educational assessment and evaluation programs (1) to evaluate student thinking skills and affective learning as well as traditional academic achievement, (2) to evaluate teachers at all stages of their careers, and (3) to assess the impact of school reform efforts. Whether actions to implement these evaluation program elements have been taken or whether they are currently being planned, there are policy issues involved that should be reviewed. One set of issues concerns identification of the purposes of the evaluation effort--an identification necessary if appropriate methods and instruments are to be selected. Establishing legitimate and informative criteria for making evaluative judgments is a second important policy concern. Policies relating to the appropriate extent of testing--clarifying how much is too much and how much not enough--are also required. The needs of governmental bodies for different information can lead to conflicts that may be resolved by adopting policies that recognize the legitimate interests of all agencies. The social implications of evaluation programs must also be considered and policies devised to control program effects. Effective policy-making can enhance the prospects for developing programs that provide data for significant planning. (PGD)

ED 276 845 CE 045 924

Wickett, R. E. Y.
Independent Learning Models: A Comparison.

PUB DATE- Oct 86
NOTE- 18p.; Paper presented at the National Adult Education Conference (Hollywood, FL, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Programs; *Competency Based Education; *Group Instruction; *Independent Study; *Individual Instruction; *Models; Performance Contracts; Teaching Methods; Tutoring
IDENTIFIERS- Nondirective Tutorial Instruction

Five models of independent learning are suitable for use in adult education programs. The common factor is a facilitator who works in some way with the student in the learning process. They display different characteristics, including the extent of independence in relation to content and/or process. Nondirective tutorial instruction and learning contracts provide two alternative approaches to classes for one-to-one teaching. The nondirective model works when students do not have a clear focus at the beginning and where an exploratory approach to the learning process is beneficial. The learning contract is particularly useful for students who have a clear sense of direction and wish to achieve specific goals. Tough and Griffin provide good models for group-based situations. Tough's "tip of the iceberg" model can be used where there is core material to be shared by all, while Griffin's emphasis is on group support. The competency-based model suggests that instruction can be flexible, particularly for learners at a distance. Correspondence materials can be made available on a learner-paced basis. This model can work only when people must have or desire specific skills. (A reference list is appended.) (YLB)

ED 276 858 CE 045 951

Evans, Loretta
A Study Regarding Performance in Vocational Classes of Special Needs Students Who Received Vocational Assessments.
PUB DATE- Dec 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Utilization; Followup Studies; High Schools; Individualized Education Programs; Outcomes of Education; *Program Effectiveness; Program Evaluation; *Student Evaluation; *Student Placement, Vocational Education; *Vocational Evaluation; Vocational Followup
IDENTIFIERS- *Louisiana; *Special Needs Students

The five school systems of Louisiana Educational Planning Region V formed a consortium to establish a vocational assessment center for high school special needs students. Assessment data would be used by the Individual Education Plan committee to place students in vocational education courses. A study was conducted to rate the performance of students who were placed in accordance with vocational assessment recommendations. The population for the study consisted of the 201 special needs students enrolled in vocational education classes who had received a vocational assessment prior to placement. Data were compiled on the basis of students who were placed according to vocational assessment recommendations and those placed in areas other than those recommended. Results of the study showed a significant difference in 11 areas in favor of students who were placed according to the recommendations: effort, attitude toward work, ability to get along with others in class, taking directions in class, appropriate behavior on the job, ability to accept supervision of the instructor, attention span and ability to complete a job, ability to accept boredom and repetition on the job, quality of work produced, overall performance, and grade average. The study concluded that placement of students in vocational areas recommended as a result of vocational assessment and successful performance ratings appeared to be systematically related. (KC)

ED 277 031 CS 210 235

Hoberman, Ruth
Writing Stories and Writing Skills.
PUB DATE- Mar 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Writing; Freshman Composition; Higher Education; Literary Criticism; *Literature Appreciation; *Reading Writing Relationship; *Short Stories; Teaching Methods; Writing Exercises; *Writing Instruction
IDENTIFIERS- Author Reader Relationship; *Author Text Relationship; Eastern Illinois University

In a required class on literature and composition at Eastern Illinois University, students learn about the short story by writing one of their own. Their stories then become the context for an introduction to literary terminology such as point of view, setting, and use of dialogue versus narration. Having just written their own stories, students know that these terms designate real decisions and they see that these choices affect how, as readers, they now understand the stories. For the second assignment, students write a one-page analysis of their own stories in which they discuss their own work in the third person, showing how narrative technique, characterization, setting, dialogue, and plot structure all contribute to the story's impact. This forces them to recognize the dual role of their writing as at once something they did and the object of someone else's perception. The third assignment is a more formal, graded essay analyzing one story in their anthology from the standpoint of a single issue. With this assignment they realize how creative analysis is an act of complicity and cooperation between author and reader, not the passive appreciation of another's greatness. Teaching composition and literature appreciation simultaneously encourages inventiveness in both. (SRT)

ED 277 061 CS 505 437

Hughey, Jim D.
A Communication Configuration of AIDS.
PUB DATE- May 86
NOTE- 31p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Communication Research; Disease Control; *Diseases; Health Education; *Helping Relationship; Higher Education; Sex Education; *Social Attitudes; *Social Behavior; Social Support Groups; *Speech Communication
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

A study focused on the way that image, knowledge, behavioral intent, and communicative responsiveness are configured for Acquired Immunodeficiency Syndrome (AIDS). The classic model of the adoption process expects that knowledge about a subject will lead to a favorable evaluation of it, which in turn will lead to a decision to act. But the decision to help a sick person with a mysterious disease is difficult. Fifty-three students enrolled in two sections of a basic speech communication course responded to a survey measuring image, knowledge, and behavioral intent about three diseases: AIDS, Toxic Shock Syndrome, and Legionnaire's Disease. Results suggest that the communication configuration of AIDS is different from the configuration of other diseases in the respect that as knowledge about AIDS increases, the stigma of AIDS increases. If this is so, then the task of moderating hysteria and panic through an educational campaign will fail. Under these circumstances, it might be appropriate to aim at getting individuals involved in help projects prior to educational efforts, so that through the act of helping, selective attention and perception may work to promote a more favorable image of and a tolerance for the facts about AIDS. (Tables and figures are appended.) (SRT)

ED 277 076 CS 505 464

Pearson, Judy C.
Academic Women: How to Succeed in the University.
PUB DATE- Nov 86
NOTE- 53p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *Communication Research; Compensation (Remuneration); Competition; *Faculty Promotion; Females; Feminism; Higher Education; Professional Recognition; *Sex Bias; *Sex Role; Speech Communication; *Tenure; *Women Faculty

A study surveyed 163 women professors to identify errors they had made that interfered with their ability to gain tenure or promotion and to elicit advice they would offer to others who wished to advance in academia. The mistakes can be summarized as acquiescing to the traditional female role, resisting traditional socialization and internalizing masculine characteristics, and over-emphasizing both the differences between women and men and the discrimination in the university. Respondents offered the following advice: (1) be androgynous or behaviorally flexible; (2) do your job, particularly in the area of research and writing; (3) be self-motivated, develop an internal locus of control, or look to yourself rather than to others for your success; and (4) gain the support of other people. The observations of the women surveyed are consistent with the counsel of theorists in this area. An 11-page reference list concludes the document. (SRT)

ED 277 144 EA 019 063

Selecting Principals. Research in Brief.
National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 84
NOTE- 2p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Administrator Qualifications; *Administrator Selection; Elementary Secondary Education; *Principals; School Districts

The results of a National Institute of Education research project indicate that despite their key roles in making schools effective, principals are chosen in a process "ridden with chance" and are frequently selected because of their "images" rather than for their qualities as educational leaders. Vacancy announcements are rarely publicized widely and those charged with making selections are frequently unaware of the qualifications pertinent to the position being filled. Teachers most likely to move up the career ladder into administrative positions are those who call attention to themselves by accepting responsibilities outside the classroom and then pursue formal administrative training. Districts working to improve their principal selection processes tend to recruit candidates, actively develop potential principals, write job descriptions specific to each position, and rely less heavily than other districts on the superintendent's judgments. In addition to reviewing the findings of the research project, this report notes where further information can be obtained. (PGD)

ED 277 187 EC 191 392

Understanding the Work World: Unit 11. Parent Education Workbook for Mainstreamed Students. Part II: Child Care. Contemporary Parenting Choices. Module 4.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO.- ISBN-0-8138-2510-5
PUB DATE- 85
NOTE- 28p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM- Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Employer Employee Relationship; High Schools; *High School Students; Interpersonal Competence; *Job Performance; Job Search Methods; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; Parenthood Education; *Work Attitudes; Workbooks

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the fifth in the Child Care part of the workbook, focuses on understanding the work world and includes individual lessons on why people work, how to find a job, good work habits and behaviors, and how to get along with one's employer and co-workers. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

ED 277 202 EC 191 709

Deaf Education Programs. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 8 May 86

NOTE- 93p.; Serial No. 99-107. Much of the document contains small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Deafness; *Educational Needs; *Educational Opportunities; Elementary Secondary Education; Federal Legislation; Futures (of Society); *Hearing Impairments; Hearings; Higher Education; *Special Education; Special Schools

IDENTIFIERS- Gallaudet College DC; Kendall Demonstration Elementary School DC; Model Secondary School for the Deaf DC; National Technical Institute for the Deaf

The transcript of the 1986 House of Representatives hearings on deaf education programs contains verbatim testimony and committee questions, prepared statements, letters, and supplemental material. The Hearings concerned legislation already passed by the Senate which would provide for the continuation of Gallaudet College; would combine the authorizing legislation for Gallaudet's Kendall Elementary School and Model Secondary School for the Deaf and for the National Technical Institute for the Deaf; and would establish a 5-year reauthorization cycle for these institutions. Organizations providing testimony or statements include: American Society for Deaf Children; United States Department of Education; Gallaudet College; National Technical Institute for the Deaf; St. Paul Technical Vocational Institute; Alexander Graham Bell Association for the Deaf; and National Association of the Deaf. (CB)

Boice, Robert
Causes and Cures of Writing Blocks: An Annotated Bibliography.
PUB DATE- 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Attitude Measures; Behavior Modification; Cognitive Processes; Cognitive Restructuring; *Writing Apprehension; *Writing Difficulties; *Writing Instruction; *Writing Processes

To provide a broad view of writer's block and the composing process, this annotated bibliography includes 100 sources that discuss (1) early views of blocking, e.g., Freud's warning about internal critics; (2) contemporary curatives, e.g., cognitive therapies that purport to change a writer's inhibitory self-talk; (3) successful writers' accounts of past blocking, e.g., Joan Didion's recollection of feeling she had suffered a small aphasic stroke; (4) scientific assessments of writing problems, e.g., Daly and Miller's Writing Apprehension Scale; (5) differences in conceptualizing and treating blocks, e.g., psychoanalytic vs. behavioral; and (6) ways to make writing less painful for all writers. (SRT)

ED 277 130 EA 019 045

Murphy, Joseph; And Others
The Administrative Control of Principals in Effective School Districts.
PUB DATE- 86

NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Administrator Evaluation; *Administrator Role; Budgeting; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Incentives; *Interpersonal Communication; Management Development; *Principals; School Districts; School Effectiveness; *Superintendents
IDENTIFIERS- *Administrative Control; Administrator Behavior; California; *Principal Superintendent Relationship

This paper reports on findings of a research study on the district-level control of principals in 12 effective school districts in California. Primary research objectives were (1) to expand knowledge on the nature of administrative control, (2) to develop a better understanding of the processes and activities in effective school districts, and (3) to study the role of the superintendent in providing leadership in coordinating district and school activities and in promoting effectiveness. Other objectives were to examine differences among patterns of control uncovered in these effective districts and in studies of other school districts, as well as to compare types of control used across districts within the sample. Issues studied included the following: the hiring of new principals from within and from outside the district; the use of formal administrator internship programs; factors superintendents look for in hiring principals; supervision and evaluation of principals; school visitation by superintendents; principal participation in staff development programs; rewards and sanctions; goals; resource allocation; behavior control and monitoring; and technological specifications. The paper concludes with a discussion of patterns and themes that emerged from the study. Appended are 1 figure, 1 table, 13 notes, and 5 pages of references. (IW)

ED 277 203 EC 191 710

Smith, Barbara J.
A Comparative Analysis of Selected Federal Programs Serving Young Children. Steps toward Making These Programs Work in Your State.
State Technical Assistance Resource Team, Chapel Hill, NC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 86
NOTE- 32p.
GRANT- G0084C3515
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agency Cooperation; Block Grants; Child Welfare; *Delivery Systems; *Disabilities; Early Childhood Education; *Federal Aid; *Federal Legislation; Handicap Identification; *High Risk Persons; *Program Development; Social Services; State Programs
IDENTIFIERS- Early Periodic Screening Diagnosis and Treatment; Education for All Handicapped Children Act; Maternal and Child Health Block Grants; Medicaid; Project Head Start

Intended to help state planners understand and coordinate their program efforts, the guide provides an analysis of major federally funded programs for handicapped and at-risk children from birth to age 6. The following programs and their legislative authority are considered: Medicaid (Title XIX of the Social Security Act); The Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) Program (Title XIX of the Social Security Act); Child Welfare Services--State Grants (Title IV B of the Social Security Act); Head Start (Title V of the Economic Opportunity Act); Maternal and Child Health (MCH) Services Block Grant (Title V of the Social Security Act); Social Services Block Grant (Title XX of the Social Security Act); and The Education of the Handicapped Act (Public Law 94-142, Part B, and the Preschool Incentive Grant Program). Programs were examined across 10 question areas including: What was the funding level for 1985-86 nationally? Is the use of funds restricted to specific agencies? What are the eligibility criteria for the population/s that may benefit from the program? Is the development of a state plan required for use of the funds? Is a system for case management provided? May the funds be used for personnel training? A chart provides a summary of the analysis across all programs and dimensions. (DB)

ED 277 218 FL 016 065

Liskin-Gasparro, Judith E.
Teaching and Testing Oral Skills. ACTFL Master Lecture Series.
Defense Language Inst., Washington, D.C.

PUB DATE- Jun 83
NOTE- 27p.; Paper presented by a member of the American Council on the Teaching of Foreign Languages (ACTFL) at the Defense Language Institute Foreign Language Center (Monterey, CA, June 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Achievement Tests; *Communicative Competence (Languages); *Curriculum Development; Interviews; Language Proficiency; Language Skills; *Language Tests; *Oral Language; *Rating Scales; Second Language Instruction; *Test Construction; Test Format; Test Reliability; Test Validity; *Verbal Tests

A discussion of teaching and testing oral skills in a second language looks at issues in the testing of speaking ability in general, the effect that testing can have on teaching, and the kinds of communicative activities that can be built into a foreign language program with oral proficiency as a goal. The issues addressed include the differential testing of the four language skills (listening, speaking, reading, and writing), reasons for testing, achievement versus proficiency tests, characteristics of good tests, the oral proficiency interview, theoretical and practical considerations in designing performance-based oral achievement tests, scoring oral classroom tests, and important concepts in the relationship of oral teaching and testing. (MSE)

ED 277 234 FL 016 163

Brazil, David
Impromptuness and Intonation.
PUB DATE- 82
NOTE- 15p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Intonation; Language Research; Linguistic Theory; *Oral Language; *Speech Acts; *Spontaneous Behavior; Stress (Phonology); Structural Analysis (Linguistics); *Syllables; Verbal Communication
IDENTIFIERS- *Spontaneous Speech

The concept of "prominence" in intonation is discussed. It treats the prominence of a syllable as a feature determined by the speaker separate from the word itself, and meaningful in and of itself. The decision by a speaker to assign or not assign prominence to a syllable (selectivity) is seen as related to the immediacy of spoken language and to the sense assigned to that word. (MSE)

ED 277 249 FL 016 221

Donmail, B. Gillian; And Others
Evaluation and Assessment. Papers by Members of the Language Awareness Working Party.
PUB DATE- 85
NOTE- 27p.; In: Donmall, B. G., Ed. Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6; see FL 016 215.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Course Evaluation; Curriculum Design; Evaluation Criteria; Evaluation Methods; Evaluation Utilization; Foreign Countries; Formative Evaluation; *Introductory Courses; *Language Role; Language Teachers; Linguistics; Secondary Education; Second Language Instruction; Self Evaluation (Groups); *Student Evaluation; Teacher Role; Testing; Test Reliability
IDENTIFIERS- Great Britain; *Language Awareness

Three papers address issues in course evaluation and assessment of student performance in language awareness programs. The first paper concentrates on the formative evaluation of a course, during its design phase or in progress. It focuses on self-evaluation and two features of course design considered essential to course integrity: explicitness of documentation, and a course management approach that includes a monitoring function. The second paper is concerned with summative course evaluation by an externally administered formal examination. It outlines the questions to be considered in organizing such an evaluation, illustrated by one British secondary school's experience. The third paper examines basic issues and limitations in student testing and the usefulness of student performance assessment as part of the overall course or program evaluation process. (MSE)

ED 277 265 FL 016 317

Griffiths, Brian T.
The Ear Has Its Reasons--Interpreting and the Modern Languages Curriculum.
PUB DATE- 85
NOTE- 25p.; In: Doble, G., Ed. and Griffiths, B. T., Ed. Oral Skills in the Modern Languages Degree. Proceedings of a Conference at the University of Bradford (Bradford, England, January 3-6, 1984); see FL 016 311.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiolingual Skills; Behavioral Objectives; Classroom Techniques; *College Second Language Programs; Communicative Competence (Languages); Course Content; *Curriculum Design; Higher Education; *Interpreters; *Interpretive Skills; Language Skills; Listening Skills; Oral Language; Second Language Instruction; *Speech Skills; *Translation; Undergraduate Study

Interpreting, or oral translation, deals exclusively and intensively with language in action. The process develops and exercises intellectual, personal, and linguistic skills. However, its introduction into second language curricula would require changing expectations and strategies. The syllabus for a course component in interpreting should have two levels, one addressing language and one addressing technique (listening, comprehending, storing, recalling, presenting). The classroom atmosphere must be lively and supportive to build student confidence. The progression through levels of difficulty must be steady but also provide enough success to be encouraging. Interpreting is a curricular complement to both written translation and conversation, and it can make a great contribution to active, intensive learning of the spoken language. An interpreting syllabus designed to prepare students for study abroad and subsequent advanced language study illustrates its role in the second language curriculum. (MSE)

ED 277 281 FL 016 388

Price, Victoria
Teacher Expectations of ESL Students: Vocabulary.
PUB DATE- Mar 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986). Table 4 is missing.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Vocabulary; Comparative Analysis; *Difficulty Level; *English (Second Language); *Language Tests; Language Typology; Language Variation; Media Selection; Second Language Instruction; Standardized Tests; *Textbooks; *Vocabulary; Vocabulary Development; *Word Lists

The vocabulary used in textbooks and standardized tests for English as a second language (ESL) is examined to determine how much variation exists. Word lists were compared for six difficulty levels in five frequently-used ESL textbook series (a total of 30 books). Three series of standardized proficiency/placement tests at different levels were studied for commonalities. Noteworthy findings for the textbooks include these: almost half of the 7,581 vocabulary words studied were taught in only one series at any level; only about 1 percent were taught in all series at the same level, and they were generally very basic words taught at the first level; and less than 10 percent were taught in all 5 series but at different and widely varying levels. Analysis of the tests found that many of the vocabulary items tested were not found in any of the textbooks at any level. The study concludes from these results that the lack of uniformity in vocabulary taught to ESL students may be seriously affecting the students' preparation for language use and later study. It recommends that the profession establish a core vocabulary that uniformly and systematically introduces given words at specified proficiency levels in all texts, to be supplemented with additional words of choice. (MSE)

Hahn, Laurel Markey
Corporate Sponsors: Is There a Price to Pay?
PUB DATE- Sep 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conflict of Interest; *Corporate Support; *Ethics; *Extracurricular Activities; Financial Support; Higher Education; *Moral Values; *School Business Relationship; School Community Relationship; *Student Unions

Funding of college union and student activities programs by local and national companies is discussed. While a great many colleges use corporate sponsorship to some extent, an issue is which corporate sponsors should be used and how. Colleges rely on four major types of corporate sponsorship: companies may offer (1) a specific amount for a specific program, (2) a lump sum donation, (3) a product or service, and (4) prepackaged programs. Most union and activities administrators use corporate sponsorship because it enables them to produce programs not otherwise possible. Others see corporate sponsorship as a way to improve relations with surrounding communities. Another view is that corporate sponsorship is an outgrowth of the university practice of asking for corporate donations in academic areas. Some student union and activities organizations review upcoming activities and match sponsors with specific programs, while in other cases, the companies approach the union. Retaining control is important to most campus administrators. A key question centers on whether by accepting products, money, or services from corporate sponsors, union and activities organizations endorse those sponsors. Views of a number of student affairs staff about corporate support and approaches they follow are identified. (SW)

Collective Bargaining Agreement between Monmouth College and the Faculty Association of Monmouth College, July 1, 1985-June 30, 1988.

American Association of Univ. Professors, Washington, D.C.; Monmouth Coll., West Long Branch, NJ.

PUB DATE- 1 Jul 85
NOTE- 81p.; This document supersedes ED 257 391. Portions may be marginally legible due to light type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Development; Faculty Promotion; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; *Private Colleges; Reduction in Force; Teacher Dismissal; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Monmouth College NJ; Personnel Files; Tuition Benefit Programs; Union Dues; Union Rights

The collective bargaining agreement between Monmouth College and the Monmouth College Faculty Association (an affiliate of the American Association of University Professors) covering the period July 1, 1985-June 30, 1988 is presented. Items covered in the agreement are: unit recognition; academic rank; equal employment, affirmative action, and nondiscrimination; academic freedom; appointment, continuance, tenure, and promotion procedures; dismissal for adequate cause; grievance and arbitration; faculty reduction; teaching load and scheduling; research, consulting, and other off-campus services; salary; hospital and medical insurance; disability and group life insurance; travel accident insurance; retirement plans; tuition benefits; summer school and overload compensation; compensation for small classes and for special nonrequired courses; faculty grants for creative activity; sabbatical grants and faculty improvement loans; leaves of absence without pay; dues deduction; personnel files; Association rights and obligations; no strike clause; and management prerogative. Appended is information on: 1985-1988 faculty salary system,

tenured faculty contract, phased retirement, faculty retraining, reassignment to administrative positions, incentive pay and travel allowance for off-campus teaching, faculty career change program, voluntary professional development and salary renegotiation, and professional review. (SW)

ED 277 323 HE 019 945

Hexter, Holly; Andersen, Charles J.

Admission and Credit Policies for Adult Learners. Higher Education Panel Report Number 72.

American Council on Education, Washington, D.C. Higher Education Panel.

PUB DATE- Dec 86

NOTE- 35p.

AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Washington, DC 20036-1193 ($8.00 nonmembers; $5.00 members).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Admission Criteria; *Adult Students; College Admission; *College Credits; Corporate Education; *Credentials; Equivalency Tests; Experiential Learning; Higher Education; Industrial Training; Military Training; *Nonschool Educational Programs; *Prior Learning; Questionnaires; School Surveys; Student Certification

The status of colleges' credit-granting practices for nontraditional learning (attained outside legally authorized and accredited postsecondary institutions) was studied in 1986, along with credit-granting procedures for military learning experiences, business/industry training, credit by examination, and credit obtained through other assessment methods. National estimates of policies and actual use of nontraditional learning for academic credit were made, based on survey responses from of a nationally representative sample of 487 colleges. While 92% of all colleges were willing to admit students on the basis of credentials other than a traditional high school diploma, 80% of these institutions require some other form of academic certification. Examination results were the most accepted measure for granting academic credit for nontraditional learning. Learning acquired in the armed services and in business/industry training programs was accepted by three-quarters and two-fifths of colleges, respectively. Detailed statistical tables and the survey questionnaire are provided. (SW)

Klein, Gillian
Evaluation and Dissemination of Educational Materials of Relevance in a Multicultural Society.
PUB DATE- 17 Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Pluralism; Educational Research; Ethnic Groups; Foreign Countries; Information Services; Inservice Teacher Education; Instructional Materials; *Library Material Selection; *Multicultural Education; *Multicultural Textbooks; *Racial Bias; Relevance (Education); Resource Centers; Resource Materials; *Textbook Selection
IDENTIFIERS- *Great Britain

This paper discusses the evaluation and dissemination of educational materials of relevance in a multicultural society in the context of cultural diversity in Great Britain, and of information service provision in education. The background of multicultural education in the United Kingdom (UK) is discussed in terms of both societal and educational factors, including linguistic problems and lack of staff trained to meet the needs of multicultural students. Arguing that many books and materials currently in schools manifest racist bias, the paper suggests that the first step in dealing with this issue is to raise the awareness of teachers and librarians by increasing their understanding of how to evaluate and select materials for use in schools. The main facilities for informing educational practitioners of current resources of relevance to multicultural society are briefly described, including: bibliographies and lists; multicultural and race relations literature; specialist and general educational literature; periodicals; multicultural education resource centers; library services; and academic research and inservice training.

References are provided. (Author/DJR)

Castro, Angela S.
Videotex in Tertiary Education: The Missing Links.
Australian Open Learning Information Network, Victoria.
PUB DATE- 86
NOTE- 14p.; A keynote address presented at the Asian-Pacific Conference and Exhibition (2nd, Sydney, Australia, July 1, 1986). For a related paper, see IR 012 424.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Continuing Education; Curriculum Design; Foreign Countries; Government Role; *Higher Education; *Information Dissemination; *Postsecondary Education; Staff Development; Student Development; *Videotex
IDENTIFIERS- *Australia; British Council; Prestel; *United Kingdom; Viatel (Australia)

This paper briefly reviews the changing circumstances of Australian tertiary education, describes 10 areas of potential and current Australian activities in videotex, and explains how the lack of popular access to a public videotex system like Viatel, together with the lack of a coordinating body equivalent to the British Council for Educational Technology and Prestel Education, have retarded the growth of videotex in Australian education. The term "tertiary" is used to cover the 19 universities in Australia, the Colleges of Advanced Education, and the Technical and Further Education Colleges. The transitional state of Australian tertiary institutions is discussed in terms of curriculum redesign, staff and student development, educational applications, and management structure. A review and comparison of the British and Australian educational systems includes the British government's policy toward microcomputers in schools; its move into continuing education programs and the development of Prestel education; and Australia's lack of a videotex supporting environment on tertiary campuses. Several philosophical and practical solutions to the problem are proposed. (DJR)

Terry, Patricia D.; And Others
Implementation of a District Computerized Instructional Management System: Barriers and Facilitators.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For another report on this project, see IR 012 476.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Computer Assisted Testing; *Computer Managed Instruction; Educational Objectives; Elementary Education; *Mathematics Achievement; Pilot Projects; Program Evaluation; *Program Implementation; School Surveys; Success
IDENTIFIERS- Far West Laboratory for Educational R and D CA

A two-part research and evaluation study was conducted to examine an elementary (K-8) school district's implementation of a computerized instructional management system, the "Computer-Managed Instruction/3000" (CMI), as a means of facilitating the assessment and updating of student mastery of 78 district-defined curricular objectives. The testing system consisted of a data bank of tests based on the district mathematics objectives, equipment to machine score student answer sheets, and reports detailing student mastery of the objectives. This system was piloted by administrators and teachers at four district-selected schools. A detailed interview schedule was developed to elicit such information as background in the district; knowledge of the CMI system, including how, why, and by whom it was selected; uses of the system for testing and instruction; technical problems; potential uses of the system; and its effects on school organization and instruction. Analysis of the responses of 49 school staff members--principals, resource teachers, teachers, and clerical staff from both pilot and nonpilot schools--identified a number of factors as keys to the

implementation of the program: (1) planning; (2) communication and awareness of its purpose; (3) support from key personnel; (4) training; (5) technical issues and procedures; and (6) rewards and incentives for using the system. When viewed positively, these factors operated as facilitators to the acceptance and implementation of the system; however, when viewed negatively, the same factors operated as barriers. Data summaries are provided in Tables 1-7. The Study Interview Schedule and the Coding Matrix are appended, and references are provided. (DJR)

ED 277 380 IR 051 721

Standards for Library of Michigan Library for the Blind and Physically Handicapped Network Libraries. 1985.
Michigan Library, Lansing.
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Blindness; Library Administration; Library Collections; Library Equipment; Library Facilities; *Library Networks; *Library Services; *Library Standards; Outreach Programs; *Physical Disabilities; State Programs; Talking Books; Users (Information); Volunteers
IDENTIFIERS- Library of Michigan

Minimum standards are set forth for the 12 member libraries that currently constitute the Library of Michigan/Library for the Blind and Physically Handicapped (LM/LBPH) network to ensure that all LM/LBPH network libraries provide uniform, quality service to patrons in the service area. Introductory material includes listings of the Michigan Legislative Council members and alternate members, Library of Michigan Board of Trustees and administrators, the 1985 Committee to Revise the Standards for LM/LBPH Network Libraries, and LM/LBPH network libraries; and a map showing LM/LBPH library locations and the counties served. Standards are presented for the four broad areas of General Responsibilities of LM/LBPH to Network Libraries, General Responsibilities of LM/LBPH Network Libraries, Minimum Standards, and Ideal Standards. More specific topics addressed within each major category include: liaison, staff, registration/updating patron files, circulation, machine lending, facilities, collections, outreach, patron contacts, and volunteers. The National Library Service for the Blind and Physically Handicapped's "Sublending Agency Service Agreement for Sound Reproducers and Other Reading Equipment" and the American Library Association's "Revised Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped" are appended. (KM)

ED 277 393 IR 051 736

The Department of Education's Limits on Publications: Saving Money or Censorship? Sixtieth Report by the Committee on Government Operations together with Dissenting and Supplemental Views.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

REPORT NO.- House-R-99-978

PUB DATE- 86

NOTE- 38p.; Based on a study made by the Intergovernmental Relations and Human Resources Subcommittee.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Information; *Censorship; *Cost Effectiveness; *Educational Media; Educational Research; Educational Technology; Evaluation Criteria; Evaluation Problems; Government Publications; *Information Dissemination; Program Effectiveness; Program Evaluation; *Public Agencies

IDENTIFIERS- Department of Education; ERIC; *Publication and Audio Visual Advisory Council; *Publications Review Board; Womens Educational Equity Act

This report discusses an oversight investigation of the Department of Education's Publication and Audio Visual Council (PAVAC) and its successor, the Publications Review Board (PRB). Background information is provided about the review process for publications and products; the Women's Educational Equity Act (WEEA) program; educational laboratories and centers; the PAVAC record; and the modification of the review process. Findings concern rejection of products of the educational laboratories and centers and WEEA; cost of review procedures; training and expertise of PAVAC and PRB members; educators' access to educational equity materials; bias in PAVAC review of WEEA products; lack of consideration of appeals prepared for WEEA products; conflict with the WEEA amendments of 1984; PAVAC review and rejection of publications that it was not required to review; and delays and uncertainty resulting from PAVAC and PRB reviews. As a result of these findings, four conclusions and six recommendations are presented concerning cost-cutting measures, scope of PRB review, dissemination of rejected WEEA products, decisions concerning Educational Resources Information Center (ERIC) product dissemination, and the elimination of photocopies and products costing under $2,500 from the review process. Statements of dissenting and supplemental views are provided. (KM)

ED 277 407 JC 870 021

Moody, George V.; And Others
Mississippi Public Junior Colleges Statistical Data, 1985-86.
Mississippi State Board for Community and Junior Colleges, Jackson.
PUB DATE- 86
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment; Expenditures; Income; *Institutional Characteristics; Public Colleges; Salaries; *School Personnel; State Aid; State Surveys; *Student Characteristics; Student Costs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Mississippi

Statistical data for the 1985-86 academic year are prestned here for Mississippi's 15 public junior colleges, including information on enrollments, degrees and certificates awarded, revenues, expenditures, academic salary ranges, transportation services, dormitory utilization, and auxiliary enterprises. Introductory remarks and the Board of Trustees' meeting schedule are followed by tables showing: (1) full-/part-time and day/evening enrollments by class and sex, residence, and district and campus; (2) a summary of degrees and certificates awarded by each campus; (3) revenues by source; (4) expenditures by function and object; (5) academic salary schedules; (6) the provision and utilization of transportation services and dormitories; and (7) revenues and expenditures of auxilliary enterprises, including food services, housing, and stores. (EJV)

ED 277 421 JC 870 038

The Interim Report on the Strategic Plan of the Minnesota Community College System, 1984-86 Biennium.

Minnesota State Community Coll. Board, St. Paul.

PUB DATE- 86
NOTE- 124p.; A report prepared for the Governor and Legislature in compliance with the provisions of Minnesota Statute 135.A.06. For a related document, see ED 251 165.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; *Community Colleges; Cooperative Programs; Educational Cooperation; *Educational Finance; *Educational Objectives; Educational Planning; Enrollment; *Long Range Planning; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Minnesota

This report reviews the development of the strategic planning process for Minnesota community colleges, citing progress that has been made in achieving the goals established in "The Strategic Plan of the Minnesota Community College System" and offering revisions and modifications to the plan in light of ensuing developments. First, an executive summary discusses the strategic plan's goals of providing quality educational opportunities; developing cooperative relationships within the system and with other education providers; increasing educational opportunities; managing funds, staff, equipment, and facilities wisely; increasing the representation of women, minorities, handicapped, and Vietnam veterans within the staff; and strengthening efforts to inform the public. After section I outlines the purpose of the report, section II traces the development of strategic planning in the Minnesota community colleges, including information on legislative requirements, emphases of the initial planning report, and operation of the strategic planning process. Section III highlights accomplishments in the area of policy, operations, instruction, facilities, planning, staffing, and student services for each of the six goals of the strategic plan. In section IV, revisions to the plan are presented within the major theme of access to quality instruction

and with respect to the following key issues: (1) increased attention to cooperation through intersystem planning; (2) continued expansion of access; (3) improvement of equipment and facilities; and (4) enrollment management. Appendices include relevant legislation, enrollment data, and fiscal and curriculum profiles. (LAL)

ED 277 435 JC 870 061

Kerns, Jennifer R.
Two-Year College Alumni Programs into the 1990's.

PUB DATE- Jun 86
NOTE- 12p.; Paper presented at the National Workshop on Two-Year College Alumni Programs of the Junior and Community College Institute (Washington, DC, June 26-27, 1986) and at the Annual Conference of the Council for Advancement and Support of Education (3rd, Alexandria, VA, December 9-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; *Alumni Associations; College Graduates; Community Colleges; Fund Raising; Long Range Planning; *Private Financial Support; *Program Development; *Two Year Colleges; Two Year College Students

By looking at the history and current status of two-year college alumni programs, one can better anticipate and plan for their future. The development of alumni programs at public community and junior colleges has been a recent phenomenon about which there is no repository of information. Within the State University of New York system, 20 of the 30 community colleges have active alumni associations, with 4 of these being particularly successful. In North Carolina, the president of the Department of State Community Colleges is currently supporting a statewide effort to encourage the state's 58 community colleges to develop their alumni organizations. Although such statewide efforts are limited, many states boast very successful programs at individual colleges. On the whole, however, two-year college alumni programs have not been spectacular. Some assume that two-year college graduates have not been in the work force long enough to be able to give financial support to their institution, or that two-year college students who transfer give their support to the four-year institution from which they graduated. Though there is little evidence to support these assumptions, until recently community colleges have not made a substantial commitment to alumni programs. Furthering this commitment will require: (1) top-level administrative support for alumni program development; (2) the development of a body of information about existing two-year college alumni programs; (3) a thorough knowledge of the principles of alumni development that have been used successfully at four-year colleges and how they can be adapated for use at two-year colleges; (4) the establishment of goals for alumni programs that are appropriate to the individual schools; and (5) the investigation of various ways of using alumni networks in fund raising and other forms of institutional support. (LAL)

ED 277 449 PS 016 103

Copeland, Tom; Roach, Megan
Successful Strategies for Recruiting Family Day Care Providers.
Resources for Child Caring, Inc., St. Paul, MN.
REPORT NO.- ISBN-0-934140-32-4
PUB DATE- 86
NOTE- 82p.
AVAILABLE FROM- Toys 'n Things Press, 906 North Dale Street, St. Paul, MN 55103 ($17.95, plus $2.75 shipping).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; *Family Day Care; Incentives; *Media Selection; Needs Assessment; Program Descriptions; *Publicity; *Recruitment; Surveys; Training
IDENTIFIERS- *Media Use

The purpose of this handbook is to show how communities can initiate a successful recruitment campaign for family day care providers. In 11 chapters, discussion focuses on (1) the need for recruitment; (2) the recruitment process; (3) determining day care need; (4) conducting provider surveys; (5) incentive programs; (6) training classes; (7) building long term support for recruitment; (8) developing and distributing promotional materials; (9) working with the media; (10) recruitment as an ongoing campaign; and (11) the 1984-85 child care recruitment effort of Resources for Child Caring, Inc., in St. Paul, Minnesota. The campaign stimulated a 33 percent increase over the previous year in the number of new family day care providers. Numerous appendices provide related materials, such as posters, flyers, newsletter articles, incentive coupons, and a public service announcement. (RH)

ED 277 463   PS 016 230

Gary, Lawrence E.; Gary, Robe[illegible] B.
Searching for the Strengths of Black Families: Implications for Program Development.
PUB DATE- Oct 86
NOTE- 27p.; Paper presented at the Annual Conference of the National Black Child Development Institute (16th, Miami, FL, October 8-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Family; *Family Characteristics; *Family Structure; One Parent Family; *Program Development; Social Services; *Success
IDENTIFIERS- *Family Strength

Expanding on the notion that resources exist with which the Black community can solve its problems, two questions are addressed. What characteristics enable Black families to resist the destruction of family functioning? How can such characteristics be translated into programs designed to help Black families with such problems as poor academic achievement and teenage pregnancy? A selected review of the literature on family strengths and Black families suggests seven traits fundamental to a definition of strength in Black families. Supporting previous findings, a study examining the characteristics of 50 stable and successful Black families indicated that these families typically had a strong economic base, a strong achievement orientation, an adaptability of roles, a high degree of religious orientation, a strong kinship bond, coping capabilities, love, resourcefulness, community involvement, and family unity. These characteristics suggest that human service workers developing programs for Black families should consider five basic principles: empower client families, address the diversity of types of Black families, provide choices to families, teach family members how to use processes of problem solving and conflict resolution, and set high standards for families. (RH)

ED 277 477 PS 016 254

Dennis-Small, Lucretia
Advocacy Services Project. Annual Report: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 86
NOTE- 21p.
GRANT- OHDS-06C23-10
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advocacy; *Child Abuse; *Child Neglect; Formative Evaluation; *Networks; Record Keeping; Referral; *Social Services; State Programs
IDENTIFIERS- Child Protective Service; Criminal Justice System; *Texas (Bexar County); Tracking (Cases)

Described in this process evaluation are the first-year efforts to provide a specialized staff within the Bexar County District Attorney's Office, San Antonio, Texas, to perform advocacy functions for abused and neglected children involved in cases going through the criminal justice system. The report discusses how well the staff met the three objectives of the project: (1) to provide supportive services to alleged victims of child abuse and their families; (2) to develop a system of communication among the Texas Department of Human Services, law enforcement agencies, and the district attorney's office; and (3) to develop a system for tracking civil and criminal cases throughout the judicial process. It is concluded that, after several months of operation, the Advocacy Services Project began to operate in the manner originally intended. The project received funding to continue operation for an additional year. Appendices provide tracking and advocate response forms and a flow chart showing referral procedures. (RH)

ED 277 492 RC 015 993

Foster, Carl
Project S.E.R.T. Special Education Training for Regular Educators of Native-Americans.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Mainstreaming; Program Descriptions; Program Evaluation; School Demography; *Special Education; Teacher Effectiveness; *Teacher Improvement; Teaching Skills
IDENTIFIERS- *Arizona (Chinle); *Bureau of Indian Affairs Schools; Navajo (Nation)

The Bureau of Indian Affairs' (BIA) Chinle Agency mainstreamed 85% of its 230 special education students during the 1983-84 school year. A survey of the agency's regular education teachers revealed that many felt inadequately prepared to teach the mainstreamed special education student. Based on this information, the Special Education Office, in cooperation with the University of Arizona, implemented Project SERT (Special Education for Regular Teachers) training, providing graduate level instruction to 60 regular teachers for 4 months. Analysis of pretest/posttest results indicated that these teachers significantly improved in special education knowledge. Further, a questionnaire completed by participants at the end of the project showed that special education information received was implemented in the classroom. Although the training of regular teachers in special education knowledge and skills was limited to the Chinle Agency, the training program should be considered by all BIA schools. Assuming that the special education practices of the Chinle Agency are widespread, BIA schools are mainstreaming special education students into classrooms with regular teachers who may be inadequately prepared in special education knowledge and skills. In such cases it could be argued that BIA special education students are placed in restrictive mainstream environments which are providing an inappropriate education. (JHZ)

ED 277 504 RC 016 026

Kunsela, William R.
Education: Challenges Facing Policymakers in the 1980's.
PUB DATE- Oct 83
NOTE- 19p.; Prepared for the First Statewide Legislative Symposium on Rural Development sponsored by the New York State Legislative Commission on Rural Resources (October 5-7, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Declining Enrollment; *Educational Assessment; Educational Planning; *Educational Policy; Educational Resources; *Educational Trends; Equal Education; Futures (of Society); Postsecondary Education; Rural Areas; *Rural Development; *Rural Education; Rural Urban Differences; Secondary Education; Shared Resources and Services
IDENTIFIERS- Economic Impact; *New York

New York State's rural educational institutions offer opportunities needed by the state but their potentials go unrecognized by educational policymakers. Rural colleges, secondary schools, and Boards of Educational Services (BOCES) are funded at a lower level than urban counterparts at a time when most rural areas are experiencing population increases, employment diversification, and technological change. Universities serving the state's rural areas such as Cornell's statutory land-grant colleges and Cooperative Extension Service are reevaluating their programs' relevance to rural needs. Teachers colleges, agricultural/technical colleges, and community colleges in the State University of New York system and located predominately in rural areas face questions about duplicate missions and programs. Rural public secondary schools demand policy attention to areas such as inadequate tax bases; low scores on minimum competency tests; lack of well-trained mathematics, English, and language teachers; more first-year teachers; and lack of opportunities to study advanced courses. BOCES, which coordinate shared services for rural schools, have cut programs and face criticism for not keeping pace with vocational education needs. Issues for rural education policymakers include institutional mission, governance/management, and financing. The paper concludes with 11 questions elaborating policy issues. (LFL)

ED 277 517 RC 016 045

Willard, William
Zitkala Sa: A Woman Who Would Be Heard!
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Journal Articles (080)
DESCRIPTORS- Activism; *American Indian History; *American Indians; Biographies; *Change Agents; *Federal Indian Relationship; Leaders; Lobbying; *Political Attitudes; *Social Problems; Tribes
IDENTIFIERS- Bureau of Indian Affairs; National Council of American Indians; Sioux (Tribe); *Zitkala Sa

Although Gertrude Simmons Bonnin, a Yankton Sioux Indian from South Dakota, died in 1938, she left a legacy of activism for future generations of Indian leaders. As a writer of short stories and poetry under the pen name of Zitkala Sa, editor of the "Journal of the Society of American Indians," and collaborator on an opera ("The Sun Dance"), her literary career spanned the years from 1902 to 1919. Her career in politics took her to Washington in 1916 after. One became secretary-treasurer of the Society of American Indians. In the presidential election of 1928, she and her husband succeeded in getting a plank in the Republican Party platform calling for a presidential commission to investigate and report to Congress on the administration of Indian affairs and guarantees of treaty and property rights to American Indians. Her description of the reality of the corruption and brutality of the Bureau of Indian Affairs (B.I.A.) gained the attention of the General Federation of Women's Clubs and moved them to political action. She battled the Oklahoma trust estate abuses and, from 1926 to 1938, as president of the National Council of American Indians, she protested B.I.A. dictatorial leasing policies. (NEC)

ED 277 531 RC 016 062

Medicine, Beatrice
Child Socialization among Native Americans: The Lakota (Sioux) in Cultural Context.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- American Indian Culture; *American Indians; *Child Rearing; Cultural Background; Cultural Differences; *Cultural Influences; Cultural Interrelationships; Ethnology; Females; Personal Narratives; Research Methodology; *Role Perception; *Sex Role; Sexual Identity; *Socialization; Traditionalism; Values
IDENTIFIERS- *Lakota (Tribe); Teton Sioux (Tribe)

Child socialization research among American Indians must account for tribal differences, examining gender roles in a given tribal culture, and employing studies of enculturation and acculturation, life histories, and ethnographies. Child socialization in the Teton Sioux or Lakota tribe can be used to illustrate these research techniques. The Lakota typified a mobile hunting/warring society with flexible, band-type social organization, strong emphasis on the extended family reckoned bilaterally, and definite and well-defined sex roles. Lakota children learned gender role behavior through precept and example, appropriate toys, and mimicry of adult activities. Role models, supernatural sanctions, and recourse to a value system were patterns for conformity. The destruction by white dominance of the warrior-hunter-provider role for males and the relatively unchanged female roles forced adjustments in the traditional role balance. What remains of the traditional balance is found in the sense of self and relationship with others and the world. Differences in cognition and behavior between white and native culture can be examined in such concepts as the actualization of "wakan" or power in Lakota women and the use of the wakan qualities of women to carry on the traditional socialization of children. (LFL)

ED 277 545 SE 047 636

Riggins, Patricia C., Ed.
Science Fair. It's a Blast! A Guide for Junior High Students. Student Handbook.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- Jan 85
NOTE- 17p.; For the teacher's guide, see SE 047 637.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Demonstrations (Educational); Experiential Learning; *Extracurricular Activities; Junior High Schools; Junior High School Students; Parent School Relationship; *Science Activities; Science Education; *Science Fairs; *Science Instruction; Science Projects; *Secondary School Science; *Student Interests; Student Publications; Student Research
IDENTIFIERS- Illinois

Science fairs have the potential to help students develop new ways of solving problems using a scientific approach. This document is intended to be used by junior high students in planning and developing a science fair project. Several suggestions are offered to help students decide on a project, with a listing of 60 topical areas in science presented. Guidelines for the design of experimental projects are provided, including safety precautions and tips for collecting data, analyzing observations and drawing conclusions. A suggested format for the written portion of the project is presented. Design guidelines for the visual exhibit of the project urge students to be innovative and creative. A list of questions for students to consider as they complete their projects is provided. These questions relate to the ways that the judges may look at the students' projects and are intended to help student more effectively explain their work. (TW)

Wenham, E. J., Ed.
New Trends in Physics Teaching. Volume IV.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-92-3-102165-6
PUB DATE- 84
NOTE- 373p.; For earlier volumes see ED 068 327, ED 096 101, and ED 144 815.
AVAILABLE FROM- UNIPUB, 205 Forty Second Street, New York, NY 10017.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Collected Works - General (020)
DESCRIPTORS- Alternative Energy Sources; Appropriate Technology; *College Science; Energy Education; Foreign Countries; Higher Education; International Educational Exchange; Laboratory Equipment; National Programs; Optics; *Physics; *Science Activities; *Science and Society; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teacher Education; Teaching Methods
IDENTIFIERS- *UNESCO

As a part of the UNESCO series, The Teaching of the Basic Sciences, this document focuses on new trends in the teaching of physics at the secondary school and university levels. The first half of the book is intended to help physics teachers deal with some of the phenomena associated with the transfer, conversion and utilization of energy. Papers in this portion of the book deal with the concepts of energy, entropy, and irreversibility and highlight the recent efforts of various countries in teaching these concepts more effectively. Papers in the second half of the book are arranged in sections covering: (1) the place of optics in physics teaching (including discussions of children's ideas about light and color); (2) the training of physics teachers (citing examples from different countries and outlining current dilemmas in teacher education); (3) discussions and activities relating to laboratory equipment (ranging from microcomputers to homemade solar cookers); and (4) recent ideas on science, technology and society (with discussions of physics in society, and appropriate technology). (TW)

ED 277 573 SE 047 673

Verhille, Charles, Ed.
Canadian Mathematics Education Study Group. Proceedings of the 1985 Annual Meeting (Universite Laval, Quebec, Quebec, June 7-11, 1985).
Canadian Mathematics Education Study Group.
PUB DATE- 7 Jun 85
NOTE- 176p.; Much of document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Attitudes; Calculus; Computer Software; Educational Research; *Educational Theories; Elementary Secondary Education; Error Patterns; Higher Education; *Mathematical Applications; *Mathematics Education; *Microcomputers; Problem Solving; Sex Differences; *Teaching Methods
IDENTIFIERS- Mathematics Education Research

These proceedings include two lectures followed by working group and topic group contributions in reduced format. The two lectures were by Heinrich Bauersfeld, speaking on contributions to a fundamental theory of mathematics learning and teaching, and Henry Pollak, speaking on the relationship between applications of mathematics and the teaching of mathematics. Working groups concerned lessons from research about student errors, Logo activities for the high school, the impact of symbolic manipulation software on the teaching of calculus, and the role of feelings in learning mathematics. Topic groups considered exploratory problem solving in the mathematics classroom, epistemological fallacies, and recent Canadian research concerning teaching, gender, and mathematics. (MNS)

ED 277 590 SE 047 692

Thulstrup, E. W., Ed.; Waddington, D., Ed.
Locally Produced Laboratory Equipment for Chemical Education. Proceedings of the Workshop (Copenhagen, August 11-17, 1983).
International Union of Pure and Applied Chemistry, Oxford (England).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- SC-84-WS-43
PUB DATE- 83
NOTE- 304p.
AVAILABLE FROM- Unesco Press, 7 place de Fontenoy, Paris 75700. France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Chemistry; *College Science; Experiential Learning; Higher Education; Instructional Improvement; *International Cooperation; International Organizations; *Laboratory Equipment; Laboratory Experiments; Laboratory Technology; *Science Activities; Science Education; Science Equipment; *Science Instruction; Simulation
IDENTIFIERS- *UNESCO

The International Union of Pure and Applied Chemistry (IUPAC) of Unesco promotes cooperation and the furtherance of chemistry worldwide. The workshop was structured so that contributions representing a wide range of interests in chemistry and chemical education could be presented. The papers include: (1) descriptions of some simple equipment that can be made from easily accessible materials (such as low cost polarimeters, cation-exchangers, magnetic balances, pH meters, and photometers); (2) accounts of instructional programs at various universities which use locally produced equipment (including universities in Thailand, Nigeria, Czechoslovakia, Brazil, Sri Lanka, India, and West Germany); and (3) articles that outlined trends and issues in international chemical education. The agenda for the workshop and a list of participants are included. (TW)

Enkvist, Nils Erik, Ed.
Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981). Meddelanden fran Stiftelsens for Abo Akademi Forskningsinstitut Nr.78.
Abo Akademi Foundation, Finland. Research Inst.
REPORT NO.- ISBN-951-648-865-X
PUB DATE- 82
NOTE- 372p.; For individual papers, see FL 016 149-170.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Connected Discourse; *Contrastive Linguistics; *Discourse Analysis; Foreign Countries; Hebrew; Intonation; Language Patterns; Language Research; *Oral Language; Pragmatics; *Research Methodology; Russian; Semiotics; *Speech Acts; *Spontaneous Behavior; Standard Spoken Usage; Swedish; Syntax; Translation; Uncommonly Taught Languages
IDENTIFIERS- *Spontaneous Speech

The titles of papers in this document on impromptu or spontaneous speech are as follows: "Impromptu Speech, Structure, and Process"; "Non-Verbal Aspects of Impromptu Speech"; "Echanges, interventions et actes de langage dans la structure de la conversation" ("Exchanges, Interventions, and Speech Acts in the Structure of Conversation"); "Phatic, Metalingual and Metacommunicative Functions in Discourse: Gambits and Repairs"; "The Segmentation Problem in the Study of Impromptu Speech"; "The Segmentation of Impromptu Speech"; "The Symbiotic Relationship between Pragmatic Particles and Impromptu Speech"; "The Emergence of Speech Organisers in a Renovated Language: The Case of Hebrew Void Pragmatic Connectives"; "Contrastive Analysis and Impromptu Speech"; "Observations Related to Impromptu Elements in Classroom Discourse and to the Function of Such Elements for Foreign Language Teaching and Learning"; "Why Impromptu Speech Is Easy to Understand"; "Impromptu Speech and Oral Translation"; "Effects of Some Characteristics of Impromptu Speech on Conference Interpreting"; "When Is It My Turn to Speak?"; "Impromptuness and Intonation"; "Exophora in English Conversation"; "From Function to Structure: Some Pragmatic Determinants of Syntactic Frequencies in Impromptu Speech"; "Feedback"; "The Study of Russian Impromptu Speech in Soviet Linguistics"; and "Reports on Projects Relevant to the Study of Impromptu Speech." (MSE)

ED 277 235 FL 016 164

Thavenius, Cecilia
Exophora in English Conversation. A Study of Third Person Pronominal Reference.
PUB DATE- 82
NOTE- 17p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Connected Discourse; Discourse Analysis; *English; Language Research; Linguistic Theory; *Oral Language; *Pronouns; *Speech Acts; *Spontaneous Behavior; Verbal Communication; Word Frequency
IDENTIFIERS- *Referents (Linguistics); *Spontaneous Speech

A study investigated the exophoric function of the pronouns "it, they, he, she" and related forms in four English conversations. It analyzed the frequency and characteristics of the occurrence of those exophoric pronouns and found that they were much less frequent than endophoric pronouns. It also found that the exophoric pronoun groups themselves vary in frequency and functions and concluded that several variables may determine the use of these pronouns, including topic and the speakers' shared knowledge. If the speakers discuss objects and persons in the setting, they tend to use exophoric pronouns. If a man is discussed, this influences the frequency of the use of "he," and if the man is somehow central to the speakers and their conversation topic, it is likely to influence the frequency of the exophoric use of "he." (MSE)

ED 277 250 FL 016 222

Donmail, B. Gillian
Some Implications of Language Awareness Work for Teacher Training (Pre-Service and In-Service).

PUB DATE- 85
NOTE- 13p.; In: Donmall, B. G., Ed. Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6; see FL 016 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cultural Awareness; Curriculum Development; English Instruction; Foreign Countries; Inservice Teacher Education; *Introductory Courses; *Language Role; *Linguistics; Preservice Teacher Education; Secondary Education; Second Language Instruction; Teacher Attitudes; *Teacher Education; *Teacher Role; Teaching Methods
IDENTIFIERS- Great Britain; Language across the Curriculum; *Language Awareness

The need to prepare teachers in both language awareness and other content-area courses is discussed. The role of language awareness and related activities in all areas of the curriculum, including subject-specific courses, study skills, and native, foreign, and community languages is examined. Specific suggested areas of training for teachers include examination of their own control of language use, linguistic principles, teaching techniques, the teacher's role, observation strategies, and teacher involvement in course design and classroom interaction. (MSE)

ED 277 282 FL 016 390

Read, John; Nation, Paul
Some Issues in the Testing of Vocabulary Knowledge.
PUB DATE- May 86
NOTE- 28p.; Paper presented at a language testing symposium in honor of John B. Carroll and Robert Lado (Quiryat Anavim, Israel, May 11-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Check Lists; Classification; Comparative Analysis; Diagnostic Tests; *Evaluation Criteria; Expressive Language; Item Sampling; *Language Tests; Language Usage; Receptive Language; Second Language Instruction; *Test Construction; *Test Format; *Test Items; *Vocabulary; Vocabulary Development; Word Lists

A review of the literature on a variety of issues related to testing vocabulary knowledge in a second language addresses these topics: problems in estimating vocabulary size, including the related questions of what constitutes a word, how a sample should be selected, and what are the criteria for knowing a word; sampling the basic and specialized vocabulary of second language learners; diagnostic use of tests of vocabulary knowledge and the construction of such tests; the checklist as an alternative diagnostic measure; problems related to testing words in isolation; and the distinction between receptive and productive vocabulary knowledge. (MSE)

Vartuli, Sue; Stubbs, Shirley
Metropolitan Child Care Project. Final Report.
Missouri Univ., Kansas City. School of Education.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 86
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Information Services; Community Surveys; *Day Care; Early Childhood Education; *Employers; Employer Supported Day Care; *Neighborhoods; *Profiles; Program Development; Referral; Resources
IDENTIFIERS- *Missouri (Kansas City)

A project was conducted in the metropolitan Kansas City community to assess the current state of child care needs of working parents. One project goal was to provide employers with information to help them make decisions about how much responsibility to assume for child care and which employee policies to pursue. A second goal was to assess the amount of child care available in metropolitan areas to determine where additional resources were currently needed. Related objectives were to (1) survey employees to ascertain their current child care situations to provide better information for corporate decisions about child care; (2) develop corporate research profiles to assist in the development of child care and family management options for parent employees; (3) construct neighborhood profiles to describe the current supply of and demand for child care; (4) obtain current information on the number and location of child care homes, child care centers, and the number and ages of children served by the child care market; and (5) coordinate metropolitan-wide child care information and referral resources. Due to the project, more than 10 companies expressed interest in signing contracts with Family and Children Services of Kansas City, Inc., for child care services. Several tables are provided. The appendices, which comprise two-thirds of the document, include employer surveys, a sample employer profile, a sample neighborhood profile, child care survey comparing home and center care, and numerous charts (e.g., one illustrating absenteeism related to type of child care arrangement). (RH)

ED 277 478 PS 016 255

McDaniel, Garry
Case Decision Project. Final Report (Process Evaluation).
Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Nov 86
NOTE- 139p.; Portions of appended material contains marginally legible print.
GRANT- OHDS-90CA0974-01
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Automation; *Caseworker Approach; *Child Abuse; *Child Neglect; *Computer Oriented Programs; Decision Making; Guidelines; Screens (Displays); State Programs; Training; Workbooks
IDENTIFIERS- *Case Management; Protective Services; *Texas

The goal of the Case Decision Project (CDP) was to develop a method to improve the efficiency and effectiveness of program management in child protective services in Texas. At the onset of the project, workers across the state had no uniform method of obtaining case information. Therefore, an automated case investigation system was developed. Development of the system involved the identification of data items needed for making decisions about child abuse and neglect investigations, creation of a manual case investigation workbook, and creation of an automated case investigation support system that also provided a foundation for case planning. The two latter components, the manual and the system, were designed to function independently as an investigation documentation system, or to be used jointly as a more comprehensive system. This process evaluation of the CDP contains a narrative description of activities, events, and issues relevant to establishing the project and achieving its objectives. Comprising most of the report, appendices provide copies of the Case Investigation Decision Support System (CIDSS) workbook, the CIDSS training manual, the CIDSS pilot status report, guidelines for CIDSS data storage and retrieval, CIDSS data entry screens, and a list of project utilization and dissemination activities. (RH)

ED 277 518 RC 016 046

Churchill, Ward
The Situation of Indigenous Populations in the United States.
PUB DATE- 85
NOTE- 7p.; Paper presented at the Seminar on the Situation of the Black, Chicano, Cuban, Native American, Puerto Rican, Carribean and Asian Communities in the United States (2nd, Havana, Cuba, December 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *American Indian History; *American Indians; Cultural Interrelationships; *Federal Indian Relationship; *Indigenous Populations; *Labeling (of Persons); Minority Groups; Racial Identification; Self Determination; Treaties; *Tribal Sovereignty

Viewing indigenous peoples of the United States as ethnic/racial minorities is a misconception because there is no given ethnicity which might be correctly said to encompass the more than 400 distinctly identifiable ethnicities comprising what is lumped in the catchall category of "Native Americans" and because notions of ethnic/racial minority status fail to convey the sense of national identity by which most or all North American indigenous populations define themselves. Three major premises support the contention that indigenous peoples of North America have constituted and continue to constitute nations in the strictest definition of this term. The "right of inherent sovereignty" doctrine holds that a people constitutes a nation simply because "since time immemorial it has always done so." The fact that the United States government, between 1790 and 1870, willingly entered into 371 treaty relationships with various indigenous peoples in North America corroborates the claim to status as sovereign national entities under the right of inherent sovereignty. The examples of tiny European and Pacific Island nations illustrate that indigenous nations may not be too small to survive in the contemporary international context. The recent history of the North American indigenous struggle must be viewed/understood from this perspective. (NEC)

ED 277 574 SE 047 676

Cwirko-Godycki, Jerzy
Sequences.
Southern Illinois Univ., Edwardsville. Div. of Education.
PUB DATE- 21 Jul 80
NOTE- 69p.; Some equations written in small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Elementary Education; *Elementary School Mathematics; *Instructional Materials; *Learning Activities; *Mathematics Instruction; Mathematics Teachers; Number Concepts; *Pattern Recognition; *Problem Solving; Worksheets
IDENTIFIERS- *Sequences (Mathematics)

This collection of activities resulted from a visit by the Polish author to the Teachers' Center Project at Southern Illinois University at Edwardsville in 1980. The set of 30 activity sheets involve blocks with various types of patterns depicted. Directions for using each sheet and questions to be answered are then given. Elementary school children can do most of the activities, although the mathematical equations in the last portion of the booklet may be beyond their understanding level. (MNS)

ED 277 204 EC 191 711

Rogers, Rick
Caught in the Act: What LEAs Tell Parents under the 1981 Education Act.
Centre for Studies on Integration in Education, London (England).; Spastics Society, London (England).
REPORT NO.- ISBN-0-946828-10-5
PUB DATE- May 86
NOTE- 59p.
AVAILABLE FROM- Spastics Society, 16 Fitzroy Sq., London W1P 5HQ England (three pounds fifty pence).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Boards of Education; *Compliance (Legal); *Disabilities; Due Process; Elementary Secondary Education; Foreign Countries; *Information Dissemination; Information Needs; *Parent Rights; School Districts
IDENTIFIERS- *Education Act 1981 (England); *Great Britain

The report analyzes a 1985 survey of the adequacy of materials sent by British local education authorities (LEAs) in compliance with a 1981 law requiring that authorities provide parents of children with special educational needs information concerning arrangements and policies for identification and assessment, the placement process, and appeal procedures. One hundred four LEA's in England and Wales were asked to submit materials designed for parents and detailing their policies. Findings of the 65 responses included the following: LEAs were reluctant to spell out LEA duties to parents; only a third of LEAs tell parents they have a right to be fully consulted and receive all relevant information; only 8% refer to the issue of confidentiality; 48% fail to mention parents' right of appeal; and 54% fail to refer to annual reviews. The report consists of two parts: one describes the survey; the second provides related readings, a summary of the 1981 Education Act and the accompanying regulations, the text of a circular explaining the government's rationale behind the Act, suggestions for further reading, useful addresses, and addresses of local education authorities. (DB)

ED 277 266 FL 016 318

Henderson, John
Language Performance, Context and the Personality of the Interpreter.
PUB DATE- 85
NOTE- 12p.; In: Doble, G., Ed. and Griffiths, B. T., Ed. Oral Skills in the Modern Languages Degree. Proceedings of a Conference at the University of Bradford (Bradford, England, January 3-6, 1984); see FL 016 311.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiolingual Skills; Classroom Techniques; Code Switching (Language); College Second Language Programs; College Students; Higher Education; *Interpreters; *Interpretive Skills; *Language Proficiency; Learning Strategies; *Personality Traits; Second Language Instruction; *Translation; *Undergraduate Study

Interpreting is an example of context-bound performance in which the interpreter has a prescribed role in infinitely varied contexts. The use of interpreting to train language students in confident and competent language use in less demanding contexts contributes to the development of both interpersonal skills and the ability to switch language codes. If the instructor constructs realistic interpreting situations for students, the students are also more likely to keep current with world events. A traditional view of interpreters is that they are generally extroverted, while translators are generally introverted in personality. However, a survey of 65 translators and 35 interpreters did not find as much difference between the two groups as expected, refuting the idea that interpreting is an activity useful for only extroverted language students. The findings also suggest that just as extroverted students can benefit from tackling the challenges of translation, introverted students can benefit from being required to concentrate hard, respond quickly and spontaneously, and communicate verbally in interpreting. (MSE)

ED 277 296 HE 019 883

Stedman, Joann Bye
Malaysia. A Study of the Educational System of Malaysia and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.
REPORT NO.- ISBN-0-910054-85-1
PUB DATE- 86
NOTE- 188p.; Reproductions of diplomas, certificates, etc., contain small print.
AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, NW, Suite 330, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; College Admission; College Entrance Examinations; *College Students; Continuing Education; Educational Certificates; Elementary Secondary Education; *Foreign Countries; *Foreign Students; Grading; Higher Education; *High School Students; Institutional Characteristics; *Student Placement
IDENTIFIERS- *Foreign Educational Credentials; *Malaysia; United States

Information on the educational system of Malaysia and guidelines on the placement of Malaysian students in U.S. high schools and colleges are presented. After a brief introduction on the country and the educational system, attention is directed to preschool, primary, and secondary education. Included are reproductions of certificates of completions and grade reports from different schools, along with information on grading systems. Information is also provided on: pre-university education (higher school, university matriculation programs, and diploma programs); teacher training, including continuing education for school personnel, university education; other tertiary-level education; and nursing, occupational and physical therapy and other allied health programs. Profiles of national universities, polytechnics, and other institutions are included, as are reproductions of sample diplomas and related documents. Guidelines are provided to help admissions officers determine the admissibility and appropriate level of placement of Malaysian students in U.S. institutions. Appended are

a glossary and list of acronyms, information on examination subjects for the country's college entrance tests, and lists of Malaysian independent Chinese secondary schools, institutes of agriculture, teacher training colleges, colleges and universities, and a list of occupations requiring vocational training. (SW)

Agreement between Rhode Island Board of Governors and University of Rhode Island Chapter American Association of University Professors, July 1, 1985-June 30, 1987.

American Association of Univ. Professors, Washington, D.C.; Rhode Island Univ., Kingston.

PUB DATE- 1 Jul 85
NOTE- 42p.; This document supersedes ED 257 400.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Selection; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Retrenchment; *State Universities; Summer Programs; Teacher Employment Benefits; Teacher Salaries; Tenure
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Tuition Benefit Programs; *University of Rhode Island

The collective bargaining agreement between the Rhode Island Board of Governors and the University of Rhode Island Chapter of the American Association of University Professors (AAUP) covering the period July 1, 1985-June 30, 1987 is presented. Items covered in the agreement are: unit recognition, management rights, nondiscrimination, the university manual, consultation with president and commissioner, membership lists, academic freedom, selection of deans, search, screening, and appointment of department heads, annual review and appointment renewal for department heads, relinquishment of position of department head for other duties, removal of department head, the selection and appointment of faculty members, workload, salaries, disability and life insurance, retirement program, tuition benefits, the annual review, process of department peer evaluation, promotion process, nonrenewal, statement of principles of tenure, eligibility for tenure, tenure process, dismissal under tenure, leaves, outside consultation, retrenchment, grievance procedure, dues deduction, alteration of agreement, no strikes or lockouts, and savings clause. Appended is information on: 1985-1986 and 1986-1987 salaries by rank, exceptional salary increases, 1986 and 1987 summer session assignments and compensation, limited full-time faculty, and overload teaching assignments in the College of Continuing Education. (SW)

ED 277 324 HE 019 946

Breland, Hunter M.; And Others

Demographics, Standards, and Equity: Challenges in College Admissions. Report of a Survey of Undergraduate Admissions Policies, Practices, and Procedures.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; American Coll. Testing Program, Iowa City, Iowa.; College Entrance Examination Board, Washington, D.C.; Educational Testing Service, Princeton, N.J.

PUB DATE- Nov 86

NOTE- 133p.; Survey was also sponsored by the National Association of College Admission Counselors.

AVAILABLE FROM- American College Testing Program, P.O. Box, 2201 N. Dodge, Iowa City, IA 52243.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Standards; *Access to Education; *Admission Criteria; *College Admission; College Applicants; Demography; *Enrollment Trends; Higher Education; Marketing; Minority Groups; Private Colleges; Questionnaires; State Colleges; Student Financial Aid; Student Recruitment; Two Year Colleges; *Undergraduate Study

Undergraduate admissions policies and practices were studied in the context of enrollment trends, academic standards for admission, and equal access issues. A total of 2,203 two-year and four-year colleges from both the public and private sectors responded to the survey questionnaire. Information was obtained on: selectivity in admissions, acceptance rates, acceptance rates by racial/ethnic group, program and departmental standards, admissions responsibility and organization, information provided to prospective students and appeals procedures for rejected applicants, other admissions policies and requirements, special services, policies and procedures specific to four-year institutions, freshman enrollment in two-year and four-year colleges, minority representation among enrolled freshmen, trends in applications and acceptances, student qualifications, recruitment practices, market research, and financial aid. Some comparative data from 1979 on admissions are provided. Questionnaires for two-year and four-year colleges are appended, along with technical notes and statistical findings. (SW)

ED 277 338 IR 012 419

Mruk, Christopher J.
Facilitating the Acquisition of Computer Skills for Adults: A Handbook of Findings and Recommendations.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.; Saint Francis Coll., Loretto, PA.
PUB DATE- 84
NOTE- 123p.; Paper presented at the National Educational Computing Conference (6th, Dayton, OH, June 13-15, 1984).
GRANT- 90PD10056
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; College Students; *Computer Literacy; Educational Policy; Educational Strategies; Educational Trends; Federal Aid; Individual Differences; *Learning Processes; *Nontraditional Students; *Psychological Studies; Research Methodology; Surveys; Teaching Methods

This handbook of research findings and practical suggestions is written for teachers, educators, and psychologists who are concerned about computer literacy for adults. Based on a federally funded research project, the handbook focuses on the computer needs of non-traditional adult learners over 25 years of age. The first section examines contemporary trends and problems of adult computer education. The second section deals with the psychology of the learning processes involved in acquiring basic computer skills, including methods for computer education research; computer literacy for adults; types of computer literacy for adults; the educational structure for teaching computer skills to adults; and adult learners and their individual differences. Factors impairing or facilitating the rate of learning to use a computer for adults are also addressed. The third section includes a survey comparing the computer learning patterns of 55 adult learners with 55 traditional college students, and concludes with 18 suggestions for teaching, learning, and policy making concerned with computers and adults. A glossary of commonly used terms and references are included. (Author/DJR)

ED 277 353 IR 012 443

Yeloushan, Kathleen
Yes, Computers in the Classroom.
PUB DATE- 86
NOTE- 10p.; Paper presented at the Annual computer Fair (5th, Columbus, OH, February 25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Computer Assisted Instruction; Educational Objectives; Educational Planning; Elementary Education; *Elementary School Curriculum; *Inservice Teacher Education; *Microcomputers; *Teaching Methods

The task of properly integrating computers into an elementary curriculum which is being taught in a classroom is difficult because it requires changes in school organization, teacher training, curriculum objectives, and teaching methods. Since teacher training is the most crucial part, some of these obstacles can be overcome by hiring a computer coordinator to show the use of the computer and its software, and to aid teachers in finding opportunities to practice and to incorporate computer use in the various subject areas. If teachers are to use the computer as an innovative tool to teach writing, science, math, history, and social studies, and not to be used solely for drill and practice and programming, then ample opportunity must be provided for teachers to practice the concepts of computer usage. This can be accomplished through regulated planning periods, lunch review sessions, or allowing the teachers to take the computer home over weekends. The advantages of overcoming the obstacles mentioned above can be seen in increased scores on math and spelling tests and longer and more original student research papers. Once the computer is integrated into the curriculum of a classroom, the sky is the limit. The computer will be there to assist teachers as they demonstrate their own creative style of teaching. (DJR)

Little, Paul L.
Overdue Materials: Causes and Corrections.
PUB DATE- Aug 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Fines (Penalties); Library Administration; *Library Circulation; Library Facilities; *Library Materials; *Library Planning; Library Research; Policy Formation; Publicity; Public Libraries; Public Relations; *Users (Information); Use Studies
IDENTIFIERS- Book Losses; Oklahoma City Metropolitan Library System; *Overdue Books

This discussion of ways to solve the problem of overdue library materials reviews three pertinent articles from the library literature, several studies of the Oklahoma City Metropolitan Library system, and a 1985 study at a southwestern public library. Attempted solutions are cited, including fines, overdue notices, retrieval methods such as the employment of collection agencies, and planning programs taking into consideration the relationship of the physical accessibility of the library to the residential address of the borrower. A brief summary of approaches to reducing the problem of overdue library materials evaluates the following alternatives: (1) per-day and maximum fines; (2) written/printed notices; (3) legal action; (4) restriction of borrowing and other library use privileges; (5) billing for the money value owed to the library; (6) use of collection agencies; (7) establishment of a maximum anticipated loss rate; (8) analysis of frequency of library use by borrowers; (9) mass media publicity; (10) examination of loan policy for categories of materials chronically not returned; (11) reassessment of the purpose of loan periods; (12) implications of unreturned materials for library planning; and (13) information that should be provided to borrowers. Statistical data are presented in four tables, and references are provided. (KM)

ED 277 394 IR 051 737

Brandhorst, Ted
Distributing the ERIC Database on SilverPlatter Compact Disc--A Brief Case History.
PUB DATE- 5 Nov 86
NOTE- 43p.; Paper presented at the ONLINE '86 Conference (Chicago, IL, November 5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Databases; *Information Dissemination; *Information Retrieval; Information Technology; Marketing; Online Systems; *Optical Data Disks; Summative Evaluation; User Needs (Information)
IDENTIFIERS- Bibliographic Data Bases; Current Index to Journals in Education; *ERIC; ORI Inc; *Product Development; Resources in Education; *SilverPlatter

This description of the development of the Education Resources Information Center (ERIC) compact disc by two companies, SilverPlatter and ORI, Inc., provides background information on ERIC and the ERIC database, discusses reasons for choosing to put the ERIC database on compact discs, and describes the formulation of an ERIC CD-ROM team as part of the development process. A review of steps along the way in the development of a CD-ROM version of the ERIC database includes discussions of agreements and contracts; division of labor; marketing information/surveys; product design; conversion/inversion specifications; retrieval system capabilities; alpha test sites; news releases, flyers, letters, status reports, and order forms; publicity (articles, conference exhibits, advertising); and documentation and user manuals. The following information is appended: (1) ORI/SilverPlatter Division of Responsibility; (2) ERIC Database Conversion/Inversion Specifications; (3) Search Features--Comparison of ERIC on SilverPlatter with DIALOG 2; (4) Projected Retrieval System Improvements; (5) SilverPlatter order form and subscription agreement; (6) SilverPlatter pricing information; (7) Resources in Education (RIE) Sample Record; (8) listing of ERIC Clearinghouses; and (9) ERIC Fact Sheet. (KM)

ED 277 408 JC 870 022

Sworder, Steve
Determination of the Effect of an Instructor's Employment Status (Full-Time or Part-Time) on the Decision of Students to Enroll.
PUB DATE- Jan 87
NOTE- 43p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; *Enrollment Influences; *Faculty College Relationship; *Full Time Faculty; *Part Time Faculty; *Student Attitudes; Student College Relationship; *Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *Saddleback College CA

While there was no question that part-time instructors provided a quality of instruction equal to that of full-time faculty at Saddleback College (California), there were differences in the functions performed by these two faculty groups due to limited institutional involvement supported by the terms of employment for part-time instructors. A study was conducted to compare the student preference level for full-time instructors with that for part-time instructors. The enrollment distribution of 3,838 students who registered in 43 different courses with comparable class sections taught by either full-time instructors (130 class sections and 46 instructors) or part-time instructors (103 class sections and 57 instructors) was used to calculate a student preference score for the instructor of each class section. Based on study findings, it was concluded that the full-time faculty student preference score was significantly higher than that score for part-time instructors. With 99% certainty, the difference between these scores was found to lie between 9% and 35% of the average course enrollment per section. A series of recommendations were developed to improve student relations with and perceptions of part-time faculty. A three-page bibliography concludes the document. (EJV)

ED 277 422 JC 870 039

Beauchamp, Fay
Cultural Immersion and Developmental Education.
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Conference of the Community College Humanities Association (San Francisco, CA, November 20-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Cognitive Development; Community Colleges; Curriculum Development; *Curriculum Enrichment; *Developmental Studies Programs; Educational Innovation; *Integrated Activities; *Reading Skills; Skill Development; Teaching Methods; Thematic Approach; Two Year Colleges; *Writing Skills
IDENTIFIERS- *Community College of Philadelphia PA

The developmental program at the Community College of Philadelphia (CCP) has a stable core of teachers who value independence rather than conformity and who seek to transform deeply anxious students into students who love learning. The instructors' goals of improving basic skills, fostering independent thinking, and promoting greater knowledge and understanding of the world in each class are integrated into the content and format of the courses. Basic skills are developed through context-embedded practice, text-based exercises, cognitively demanding exercises, and interesting and motivating content. Exercises and units have been created which integrate the processes of thinking, reading, and writing; which teach standard English usage through the study of the history of the English language; and which use drama and film to explore language attitudes. Other course goals revolve around experiential learning, involving students in acting out scenes from plays, attending professional theatrical performances, visiting museums, and reading aloud to children. These experiences are tied to the development of reading and writing skills, and at the same time are part of the intensive exploration of a theme. The three themes covered most extensively since 1984 have been Afro-American heritage, classics in Western European culture, and the diversity within Third World cultures. Classroom discussions become educational experiences valuable in themselves, but also as preparation for future learning. (LAL)

ED 277 436 JC 870 062

Richardson, Richard C., Jr.; Bender, Louis W.

Helping Minorities Achieve Degrees: The Urban Connection. A Report to the Ford Foundation.

Arizona State Univ., Tempe. Coll. of Education.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Mar 86
NOTE- 228p.
GRANT- OERI-86-0009
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Affirmative Action; Articulation (Education); Bachelors Degrees; Community Colleges; Counseling Services; *Equal Education; *Minority Groups; Postsecondary Education; Student Attitudes; Student School Relationship; *Transfer Programs; Two Year Colleges; Two Year College Students; *Urban Education; Urban Universities

Drawing from a study of the progress of minority students to the baccalaureate degree, this report raises questions on how institutions and states can intervene to speed the process of reducing inequities that are clearly the product of past differences in minority access to education and jobs, and identifies practices of particular promise. Chapter 1 presents the issues, framework, and methods of the study; identifies the participating institutions; and gives an overview of the report. Chapter 2 provides contextual information about the environments for postsecondary education in each of the states represented in the study, while chapter 3 introduces the concept of conflicting cultures as an approach to understanding the barriers urban students experience in their pursuit of a degree. In chapter 4, students attending urban colleges are introduced through their own words, and through comments of those who work closely with them. Chapters 5 and 6 examine urban community college and university programs and services in terms of their impact on students interested in completing a four-year degree. The transfer process and some successful efforts aimed at articulation are the focus of chapter 7. Chapter 8 offers student perceptions of the transfer process. Finally chapter 9 discusses the implications of the study in the form of a series of recommendations. (EJV)

ED 277 464 PS 016 231

Melhuish, E. C.; And Others
Infant Day Care and Social Behaviour: An Analysis of Home, Individual and Group Care Effects.
PUB DATE- 21 Sep 86
NOTE- 11p.; Paper presented at the Annual Conference of the British Psychological Society (Exeter, England, September 19-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Day Care; Early Childhood Education; *Emotional Development; *Employed Women; Family Day Care; Foreign Countries; Group Behavior; Infant Behavior; *Mothers; *Social Development; Stranger Reactions; *Toddlers; Use Studies
IDENTIFIERS- *England

Part of a longitudinal study of women and their first-born children who have different employment and day care experiences during the children's first three years of life, this study focuses on the socioemotional development of children at 18 months of age, who had received at least nine months of continuous day care. Particular attention is given to the effects of group care in day nurseries, individual care by a relative, individual care by a childminder, and home care by the mother. Data for 166 children were obtained from three measures: a stranger approach/separation/reunion sequence; the first seven items of the Infant Behavior Record, which uses ratings to describe children's behavior during the administration of the Bayley Mental Development Index Scale; and a socioemotional development questionnaire, which was designed to obtain data on children's behavior from the mother's experience. While not supporting parents' belief that nursery care would improve their children's sociability, findings indicate that day care experience did significantly affect children's socioemotional development. Children in nursery care showed less sign of pleasure when approached by a stranger than children in the other groups. Upon separation from the mother in the presence of the stranger, children's concern increased across home, relative, childminder, and nursery groups. Infant Behavior Record data from nursery group children showed that they were less oriented than others to people and were more negative in mood. The socioemotional development questionnaire showed no effects associated with day care experience. (RH)

ED 277 493 RC 015 994

Foster, Carl; Beeman, Sandi

Summer Days.

PUB DATE- Aug 86
NOTE- 11p.; Report submitted to Dr. Charles Cordova, Branch of Exceptional Education, Bureau of Indian Affairs.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; Disabilities; Elementary Secondary Education; Faculty Development; Gifted; Inservice Teacher Education; *Mainstreaming; Program Descriptions; *Program Evaluation; *Special Education; *Summer Programs; Teacher Attitudes; Teacher Education; Teacher Effectiveness; *Teacher Improvement; Teacher Student Relationship
IDENTIFIERS- Education for All Handicapped Children Act; *Navajo (Nation); Tuba City Boarding School AZ

In response to regular faculty complaints about mainstreamed students, a 5-week Summer Special Education Program was implemented in 1986 at the Western Navajo Agency's Tuba City Boarding School. The program's purpose was to train regular teachers and support personnel in special education procedures and practices and to provide the exceptional student with instruction beyond the 180 day school year. Participants included 4 teachers, 2 teacher aides, 7 staff members, and 11 boarding and 18 community students. The program was assessed using the Minnesota Teacher Attitude Inventory to measure shifts in teacher attitudes, the Brigance Diagnostic Inventory of Basic Skills to evaluate student academic performance, and a criterion-referenced questionnaire to record shifts in dormitory and teacher aide performance. Data analysis suggested program procedures caused significant shifts in student/teacher interpersonal relationships, student learning, and aide knowledge of special education. Results indicated the program effectively prepared non-special education personnel to provide an appropriate and least restrictive mainstreamed environment. Not measured, but an integral contributor to the program's success, was the open communication among staff. The Summer Program was the first phase of a year of training in special education to implement the Education for All Handicapped Children Act and provide better instruction to the mainstreamed student. (NEC)

ED 277 505 RC 016 029

Contreras, Maximiliano
Hemispheric Learning and the Hispanic Student.
PUB DATE- Jun 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Processes; Cognitive Style; *Cultural Differences; Elementary Secondary Education; Field Dependence Independence; *Hispanic Americans; *Instructional Design; Learning Strategies; Mexican Americans; Teaching Methods
IDENTIFIERS- *Whole Brain Learning

People of different cultures differ in the cognitive style they use. Research reports that Mexican American children indicate a preference for field-sensitive cognitive strategies that are spatial-holistic, and middle class children a preference for field-independent strategies that are verbal-analytic. Brain research in hemisphericity appears to be directly related to cognitive styles. Verbal-analytic strategies of the field-independent learners are similar to functions identified with left hemisphere processing, and spatial-holistic strategies of the field-sensitive learner are similar to functions identified with right hemisphere processing. Teachers are recognizing that instruction should be consistent with the way each child processes information and his/her cognitive style. In the 1980s, recognition that students do not learn with only one side of the brain has developed into a growing movement toward "whole brain" and "hemispheric integration" approaches. From this perspective, "learning styles" refers to the method of introducing material, not to the hemisphere to be educated. Students are highly diverse in their skills and abilities. It is apparent that selected methods of instruction are highly effective with some students, but not as effective with others. Subject matter may best be introduced through right or left hemisphere processes, but this is only the initial step--a gateway into the whole brain. (NEC)

Jose, Cecil T.
Contemporary Indian Issues: A Course Syllabus.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- American Indian Education; *American Indian History; American Indians; *American Indian Studies; *College Instruction; *Course Content; Course Descriptions; Course Objectives; *Cultural Awareness; Higher Education; *Intellectual Disciplines; Intercultural Communication; Modern History; Political Issues; Socioeconomic Influences

This paper discusses the background of American Indian Studies as an academic discipline and offers a course syllabus that emphasizes cross cultural awareness and understanding of the forces and events that shaped the field of contemporary Indian affairs. The general education course for colleges and universities aims to generate mutual respect between cultures and mutual perception of the benefits of exchange of endogenous and exogenous information between cultures. The course emphasizes the importance of a good sense of history to prevent past errors from becoming future mistakes in pan-tribal affairs and ends with examples of collaborative problem solving and consensual decision making. The 11-week course schedule includes topics such as coercive cultural assimilation, tribal self-government and the Bureau of Indian affairs, tribal termination, tribal self-determination without termination, Indian activism and white backlash, recurrent threat of abrogation/termination legislation, elusive economic self-sufficiency, specific political powers of tribal sovereignty, and role of American Indian women in tribal affairs. Course objectives, organization, procedures, research paper requirements, and textbook selection are discussed. (LFL)

ED 277 546 SE 047 637

Riggins, Patricia C., Ed.
Science Fair. It's a Blast! A Guide for Junior High Students. Teacher's Guide.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- Jan 85
NOTE- 33p.; For the student handbook, see SE 047 636.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Awards; Demonstrations (Educational); *Extracurricular Activities; Junior High Schools; Junior High School Students; Parent School Relationship; *Science Activities; Science Education; Science Experiments; *Science Fairs; *Science Instruction; Science Projects; *Secondary School Science; Teacher Role; Teaching Guides; Visual Aids
IDENTIFIERS- Illinois

Science fairs have the potential to help students develop new ways of solving problems using a scientific approach. This supplemental guide was developed for those teachers involved with science fairs as well as others who work with students in developing a project. Several reasons for holding a science fair are listed, along with some considerations on when to hold a science fair. The advantages and disadvantages of voluntary fairs versus mandatory fairs (where all students must participate) are discussed. The types of projects are categorized as either experimental or demonstration, and the pros and cons of each are listed. Other sections of the booklet deal with: (1) how to introduce the science fair project to the student; (2) organization of the science fair project (including a student flow chart); (3) basic information about projects utilizing an experimental design; (4) suggestions for using library resources to develop the written portion of the project; (5) tips on effective oral and visual presentations; and (6) guidelines for judging science fairs. The appendix contains sample materials from several fairs including letters to parents, judge's packets, and an extensive listing of ideas for projects. (TW)

ED 277 559   SE 047 654

Access to the Science and Engineering Laboratory and Classroom--1986 Edition.

American Council on Education, Washington, DC. HEATH Resource Center.

SPONS. AGENCY- Department of Education, Washington, DC

PUB DATE- 86

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Accessibility (for Disabled); *College Science; Disabilities; *Educational Facilities Planning; Hearing Impairments; Higher Education; High Schools; Learning Disabilities; Physical Disabilities; Resource Materials; Science Careers; Science Education; *Science Laboratories; *Secondary School Science; Visual Impairments

Resources and references concerning laboratory and classroom access for disabled people in the field of science and engineering are presented in this fact sheet. This information is intended to assist high school and postsecondary students, faculty members and administrators in recognizing the problems, solutions, and rewards of providing laboratory access for disabled persons. Major sections focus on: (1) the student (providing guidance and directives for choosing a science career); (2) the instructor (suggesting instructional strategies that have proved to be effective); (3) the administrator (highlighting ways of making laboratories accessible); (4) disability related accommodations (identifying resources for the hearing impaired, the learning disabled, the visually impaired, the vocally impaired, and for mobility impairments); and (5) organizations and publications (consisting of descriptions and addresses of resources associated with disabilities). (ML)

ED 277 591 SE 047 693

Brynildson, Inga
Plants Study Guide.
Wisconsin State Dept. of Natural Resources, Madison.
REPORT NO.- Pub-5-1520(83)
PUB DATE- 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Botany; *Ecology; *Elementary School Science; Elementary Secondary Education; Endangered Species; Energy; Environmental Education; Photosynthesis; Plant Growth; Plant Identification; *Science Activities; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Wisconsin

This study quide is intended to provide students with information about the types and functions of plants, along with some individual learning activities. The guide contains sections about: (1) the contributions of plants to life on earth and the benefits they afford to humanity; (2) the processes of photosynthesis and respiration; (3) the flow of energy through food chains; (4) plants that do not make their own food (such as saprophytic, parasitic, and carnivorous plants); (5) adaptations of different plant species; (6) the processes of plant reproduction; and (7) the benefit of stability which comes from diverse plant and animal communities. A glossary is included, along with a list of eighteen individual or group learning projects which deal with plants. Information is provided about how to collect plants and a caution is issued about collecting rare and endangered species of plants. A bibliography of field guides and keys, general plant references, plant communities, and natural history is included. (TW)

ED 277 367 IR 012 476

Crist-Whitzel, Janet L.; And Others
Patterns of Implementing a District Computerized Instructional Management System.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For another report on this project, see IR 012 475.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Computer Assisted Testing; *Computer Managed Instruction; Educational Objectives; Elementary Education; *Mathematics Achievement; Pilot Projects; Program Evaluation; *Program Implementation; School Surveys; Success
IDENTIFIERS- *Far West Laboratory for Educational R and D CA

A two-part research and evaluation study was conducted to examine an elementary (K-8) school district's implementation of a computerized instructional management system, the "Computer-Managed Instruction/3000" (CMI), as a means of facilitating the assessment and updating of student mastery of 78 district-defined curricular objectives. The testing system consisted of a data bank of tests based on the district mathematics objectives, equipment to machine score student answer sheets, and reports detailing student mastery of the objectives. This system was piloted by administrators and teachers at four district-selected schools. A detailed interview schedule was developed to elicit such information as background in

the district; knowledge of the CMI system, including how, why, and by whom it was selected; uses of the system for testing and instruction; technical problems; potential uses of the system; and its effects on school organization and instruction. Analysis of the responses of 49 school staff members--principals, resource teachers, teachers, and clerical staff from both pilot and nonpilot schools--revealed wide variation on all of the factors studied. The factors that appeared to be influential in the nature and degree of CMI implementation efforts at the individual school sites were identified as: (1) technical procedures and personnel; (2) focus on instructional uses; (3) key instructional personnel; (4) site climate and leadership; (5) training; and (6) attitudes and incentives. A consistent ordering of the four schools along these dimensions was found, and it is suggested that the patterns of successful implementation and use of the CMI system identified in this study can provide guidance to other school districts planning and implementing their own CMI systems. A coding matrix is appended and references are included. (DJR)

ED 277 236 FL 016 165

Tottie, Gunnel; Paradis, Carita

From Function to Structure: Some Pragmatic Determinants of Syntactic Frequencies in Impromptu Speech.

PUB DATE- 82

NOTE- 13p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Discourse Analysis; English; Interaction; Language Research; Linguistic Theory; *Negative Forms (Language); *Oral Language; Pragmatics; Speech Acts; *Spontaneous Behavior; *Structural Analysis (Linguistics); *Syntax; Verbal Communication; *Word Frequency

IDENTIFIERS- *Spontaneous Speech

A study investigated the relatively greater frequency of negation in conversation than in written language. It discovered that rejections and explicit denials of previously asserted propositions, two categories of negation postulated to be speech-specific, accounted for only about 16 percent of all negatives. Use of negatives as supports, in direct questions and imperatives, and in repetitions accounted for 37 percent of the negatives. Work in progress suggests that factors such as the degree of interaction and the expression of modality and mental attitudes, which often co-occur with negation, may explain further the use of negation. (Author/MSE)

Varga, Tamas
Varga: On Probability.
Southern Illinois Univ., Edwardsville. Div. of Education.
PUB DATE- 14 Feb 81
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; Elementary Education; *Elementary School Mathematics; *Learning Activities; *Mathematics Instruction; *Probability; *Problem Solving; Resource Materials
IDENTIFIERS- *Combinatorics

This booklet resulted from a 1980 visit by the author, a Hungarian mathematics educator, to the Teachers' Center Project at Southern Illinois University at Edwardsville. Included are activities and problems that make probablility concepts accessible to young children. The topics considered are: two probability games;

choosing two beads; matching colors; heads and tails, real or fake; counting the throws until you get a six; variations on the theme counting the throws; and throwing colored dice. (MNS)

ED 277 220 FL 016 149

Enkvist, Nils Erik
Impromptu Speech, Structure, and Process.
PUB DATE- 82
NOTE- 23p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Connected Discourse; *Discourse Analysis; Language Patterns; Language Research; Linguistic Theory; *Oral Language; *Research Methodology; Research Problems; *Speech Acts; *Spontaneous Behavior; Verbal Communication
IDENTIFIERS- *Spontaneous Speech

Impromptu speech can be defined in different ways: in terms of situational context, linguistic characteristics, and real-time processing. These approaches are not contradictory. There are certain situations that call for rapid processing of spoken discourse, and the needs of that processing are reflected in the structure of the text. The degree of "impromptuness" depends on a number of parameters including degree of scripting, extent of planning-span, and boundness to traditional macrostructural text patterns. Texts emerging from impromptu-speech situations present special problems for the linguist, who must learn to manage a host of problems often dismissed as involving performance rather than competence. One way of approaching such problems is to focus on processes involved in communication and text comprehension, and not only on the structure of texts as such. (Author/MSE)

ED 277 251 FL 016 223

McDonough, S. H.
Transfer, Knowledge and Skill in Second Language Development.
PUB DATE- 85
NOTE- 11p.; In: Donmall, B. G., Ed. Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6; see FL 016 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Interlanguage; Language Acquisition; Language Role; Language Universals; *Learning Theories; Linguistics; Linguistic Theory; *Metacognition; *Second Language Learning; Skill Development; *Transfer of Training
IDENTIFIERS- *Language Awareness

General theory of transfer of knowledge and skill in learning second languages and ways in which language awareness may contribute to second language learning are examined. It is concluded that while recent second language acquisition research work and theories do not support or refute transfer of general language principles to the learning of specific languages, some ideas drawn from general and second language learning theory should be subjected to empirical testing. It is noted that (1) theories emphasizing the role of language universals and native language acquisition in the learning of second languages do not address the value of explicit teaching of those universals, (2) stimulus-response theories generally do not address the role of general language principles in second language learning, and (3) the cognitive approach implies strongly that general principles are involved at all stages of learning, in different forms according to the subject matter and student characteristics. Finally, it is argued that language awareness is a justifiable element of the curriculum despite the lack of specific theoretical or empirical support from the field of language learning. (MSE)

ED 277 267   FL 016 319

Crawshaw, Robert

The Evaluation of Oral/Aural Skills within the BA Finals Examination: Analysis and Interim Proposals.

PUB DATE- 85
NOTE- 17p.; In: Doble, G., Ed. and Griffiths, B. T., Ed. Oral Skills in the Modern Languages Degree. Proceedings of a Conference at the University of Bradford (Bradford, England, January 3-6, 1984); see FL 016 311.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiolingual Skills; College Second Language Programs; Degree Requirements; Foreign Countries; French; Higher Education; Interpretive Skills; Interviews; *Language Proficiency; Language Tests; Oral Language; *Program Evaluation; Second Language Instruction; *Test Format; Test Reliability; Test Validity; *Undergraduate Study; *Verbal Tests
IDENTIFIERS- *Final Examinations; Great Britain

An examination of the principles and techniques of oral testing in British university-level final examinations in modern languages discusses: (1) the shortcomings of present oral testing procedures; (2) the theoretical controversy surrounding the design and value of oral proficiency tests, arising from research in English as a second language teaching; (3) a proposed test model; and (4) the relationship between an oral final examination and the language curriculum. The study recommends: increased weighting of oral language in the final examination; extension of the oral component to include a presentation on a prepared topic, a formal question/answer or interpreting exercise, and a general personal discussion; an additional oral exercise to test receptive and oral summarizing skills; two examiners per student, changing at regular intervals; integration of the tested skills in the formally assessed coursework; and increased responsibility placed on students for exploitation of materials and evaluation. (MSE)

ED 277 283 FL 016 391

Lomangino, Heide R.
Knowledge of Vocabulary and Reading Comprehension: An Important Relationship.
PUB DATE- May 86
NOTE- 16p.; Paper presented at a Meeting of the Pacific Northwest Conference on Foreign Languages (Vancouver, British Columbia,

Canada, May 9-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Associative Learning; Context Clues; *Correlation; Decoding (Reading); Language Teachers; Language Typology; *Learning Strategies; *Reading Comprehension; Reading Improvement; Reading Instruction; Reading Processes; Reading Skills; Second Language Instruction; *Vocabulary Development; *Vocabulary Skills

If a student is to develop reading comprehension, he must possess and activate a number of linguistic and cognitive skills. He comes to the text with certain expectations and uses a cyclical process of sampling, predicting, testing, and confirming to understand it. The overall goal of reading instruction is to produce motivated, independent, fluent, and efficient readers. Researchers and teachers have devised a number of teaching strategies and exercises to promote good reading skills and lead to reading comprehension. They have particularly emphasized the strategy of contextual guessing using typographical, pictorial, syntactic, and semantic clues. Not all students are equally successful at learning new words, but use a variety of strategies based on individual preferences and learning styles. Research strongly suggests that knowledge of vocabulary and reading comprehension are positively correlated and that the systematic development of word identification skills will improve reading. However, fluent reading will only be accomplished through adequate, continuous practice. Foreign language teachers need to establish reading goals for their programs and follow a consistent plan including intensive and extensive reading from early in the instructional process. (MSE)

Educational Technology: Local Planning Guide.
Georgia State Dept. of Education, Atlanta.
SPONS. AGENCY- Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
PUB DATE- 85
NOTE- 172p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Copyrights; Educational Administration; *Educational Planning; Educational Technology; Elementary Secondary Education; Evaluation Criteria; Microcomputers; *Program Development; Resource Materials; *School Districts; Staff Development; Statewide Planning; Worksheets
IDENTIFIERS- *Georgia

Developed by the Educational Technology Task Force of the Georgia Department of Education, this guide was designed to help educators plan for computer use in schools. This step-by-step approach for the planning and implementation of educational technology was written from the standpoint of an entire school system, but the principles described apply equally well to individual schools, individual classrooms, or to any academic or administrative division. A brief introduction provides background information, which is structured in six major stages: (1) Conducting Preliminary Activities; (2) Setting Directions; (3) Integrating Technology into Curriculum, Classroom Management, and School Activities; (4) Selecting Software and Hardware; (5) Planning for Staff Development; and (6) Organizing and Implementing for Success. Appendices and tables include a job description for the Technology Coordinator position; samples of philosophy and work statements, survey instruments, and software evaluation forms; an introduction to Georgia's plan for educational technology; descriptions of computer applications; forms for faculty computer competency, hardware, and software/courseware inventories; needs assessment questions and tools; resource lists; an outline for a local staff development program; and software copyright information. A bibliography is included. (DJR)

ED 277 382 IR 051 723

Lentz, Linda P.; And Others
Paving the Way for the Information Age in Education: Michigan's Experience.
PUB DATE- 19 Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Software; *Computer Uses in Education; Cooperation; *Educational Planning; *Education Service Centers; Elementary Secondary Education; *Grants; Higher Education; *Networks; Regional Planning; Regional Programs; Shared Resources and Services; State Programs; *Statewide Planning; Training
IDENTIFIERS- *Michigan

This paper describes the activities of the Michigan Department of Education and local districts in establishing a statewide plan for using microcomputers in education. Components of the plan include the design of a computer literacy grant program known as TIME (Technology in Michigan Education); the establishment and funding of a statewide network of five regional software/training centers governed by the Microcomputer Network Committee and responsible for carrying out six designated tasks; and the development by the University of Michigan of 14 educational computer training packages for statewide distribution. Strengths and weaknesses of the program are discussed, and the focus for 1985-86 is summarized. A schematic diagram illustrates the governing structure for the microcomputer network. (KM)

ED 277 409 JC 870 023

Wright, Irene
Handbook for Articulation Task Forces, 1986-87.
Arizona Board of Regents, Phoenix.; Arizona State Board of Directors for Community Colleges, Phoenix.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 217p.; Developed for the "Improving the Articulation-Transfer Function between Two- and Four-Year Institution Project" by the Academic Program Articulation Steering Committee.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Colleges; College Transfer Students; Community Colleges; Higher Education; *Intercollegiate Cooperation; Postsecondary Education; *Transfer Programs; Two Year Colleges; Universities
IDENTIFIERS- *Arizona

Designed to assist Arizona community college and university representatives from specific academic disciplines in their discussions of articulation of degree programs, curricula, transfer of students, and other related topics, this handbook provides information on how to implement statewide postsecondary articulation. Following introductory material on the state's Improving the Articulation-Transfer Function between Two- and Four-Year Institutions Project, the handbook describes an articulation task force (ATF), how to establish one, its functions, and its activities. This section indicates that an ATF facilitates the transfer of credits from the community colleges to the universities, develops methods to communicate accurate information to students, reviews and updates the content of the "Arizona Higher Education Course Equivalency Guide," and establishes a communication process regarding program changes. The handbook goes on to describe the responsibilities of the community college ATF member, the university ATF member, the ATF chairperson, the ATF host, the Host Course Equivalency Guide (CEG) Coordinator, and the CEG Editor. Next, the process for updating the CEG is diagrammed. Appendices include information on the Academic Program Articulation Steering Committee; samples of information on ATF meetings and reports; CEG materials; a sample university curriculum check sheet for majors, Arizona community college districts and public universities, and ATF information. (EJV)

ED 277 451 PS 016 143

Hawkins, Augustus F.
Human Services Reauthorization Act of 1986. House of Representatives, 99th Congress, 2nd Session, Conference Report (To Accompany H.R. 4421).
Congress of the U.S., Washington, D.C. House.
REPORT NO.- House-R-99-815
PUB DATE- 12 Sep 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Beginning Reading; *Block Grants; *Compensatory Education; *Educational Improvement; *Federal Aid; Federal Legislation; Federal Programs; Reading Instruction; *Social Services
IDENTIFIERS- CDA; CDA Scholarship Assistance Program; Child Development Associate; Community Services Block Grant Program; Congress 99th; Dependent Care State Grant Program; Excellence in Education Act; Low Income Home Energy Assistance Program; Project Follow Through; Project Head Start; *Reauthorization Legislation

Provided in this report are the text of and explanatory statements about the conference agreement reached by House and Senate committee members concerning the Human Services Reauthorization Act of 1986 (later to become Public Law 99-425). The Act authorizes 4 years of appropriations to continue several existing human services programs of the federal government, and also includes provisions creating two new federal programs. Funding was authorized for the Head Start, Follow Through, State Dependent Care Development Grants, Community Services Block Grant, Community Food and Nutrition, and Low Income Home Energy Assistance programs. For these programs, appropriations are authorized for fiscal years 1987 through 1990. Also authorized are a Child Development Associate (CDA) scholarship program and Community Service Block Grant (CSBG) demonstration projects. The CDA scholarship program authorizes grants to states to assist eligible low income candidates for the CDA credential, a performance-based certification for child care providers. The CSBG demonstration projects are authorized to develop innovative responses to the critical needs of the poor. The act further authorizes studies of beginning reading methods and youth employment, and makes a technical change in the Excellence in Education Act. (RH)

ED 277 479 PS 016 257

Partridge, Susan
Hothousing of Preschoolers Discussed.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childhood Needs; *Day Care; Early Childhood Education; Educational Trends; *Parent School Relationship; *Preschool Children; Selection
IDENTIFIERS- *Hothousing of Preschoolers; *Preschool Selection

Expert opinion asserts that involving children in formal learning activities at too early an age is an educationally and developmentally unsound practice. Since economic conditions requiring both parents to work are likely to continue, child care services of differing quality are likely to proliferate. Such services must be selected with care. Parents must select the situation that is most appropriate for their child, rather than the one that is most convenient or least expensive. Making wise choices about such important matters can be more easily done if parents and schools communicate better. Parents need to understand the uses and abuses of standardized tests, the dangers of both authoritarian and anti-authoritarian caregiving environments, and ways early childhood educators are improving their professional practices. Much helpful information is readily available in articles written for the general public. (RH)

ED 277 519 RC 016 047

Harjo, Joy; And Others

The Creative Process.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Creative Works (Literary and Dramatic) (030) Journal Articles (080)
DESCRIPTORS- American Indian Culture; *American Indian Literature; American Indians; Literary Criticism; *Literary Devices; *Literary Styles; *Poetry; *Poets; Writing (Composition); *Writing Processes
IDENTIFIERS- Cook Lynn (Elizabeth); Harjo (Joy); Kenny (Maurice); Ortiz (Simon J)

Four Native American poets in easy narrative style tell about some of the aesthetic judgments they make in their work and, in the process, shed some light upon the traditions from which their poetry emerges. Joy Harjo discusses how she wrote "The Woman Hanging from the Thirteenth Floor Window," her use of repetition influenced by music and preaching, and her vision of Indian women who inspired the poem. Maurice Kenny describes the illness which evoked associations for the poem "Wild Strawberry" and the significance of the strawberry for the Iroquois people. Simon J. Ortiz relates the conversation which inspired his political poem, "That's the Place Indians Talk About," the revision process used to rework the poem, and the narrative technique chosen for this work. Elizabeth Cook-Lynn comments on her poem, "Survival." Texts of all four poems are included. (NEC)

ED 277 533 RC 016 066

Title IV Indian Education Program Evaluation, 1985-86.

Albuquerque Public Schools, NM. Planning, Research and Accountability.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 86

NOTE- 31p.; For the 1984-85 report, see RC 016 033.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; *American Indian Education; American Indians; Elementary Secondary Education; Parent Participation; Program Effectiveness; *Program Evaluation; Program Improvement; Questionnaires; *Remedial Instruction; *Student Improvement; Student Needs; Summer Programs; Teacher Attitudes; Tribes; *Tutorial Programs; *Urban American Indians

IDENTIFIERS- Albuquerque Public Schools NM; Indian Education Act 1972 Title IV; Navajo (Nation); *New Mexico (Albuquerque); Pueblo (People)

Public schools in Albuquerque, New Mexico, used a Title IV Part A grant to assist American Indian elementary and secondary school students in receiving passing grades and improving school-related behaviors. Canoncito Navajo Reservation, the Isleta Pueblo, and urban Indian students in Albuquerque participated in the program. Personnel consisted of a project coordinator, resource teacher, 39 tutors, and a secretary. Administration, evaluation, and training programs were centralized, while service delivery was adapted to each community's needs. Twenty-one Canoncito students in grades 6-12 exceeded program objectives in 7 school-related skill areas, while their parents met objectives for parent participation. The Isleta component served 51 middle school and 123 high school students; the urban component served 75 elementary school, 132 middle school, and 134 high school students. Both components met objectives of 50% of students maintaining/improving their grades and improving in eight school-related skill areas. Significant majorities of cooperating classroom teachers (Canoncito 90%, Isleta 76%, Urban 62%) indicated that students' success justified time spent on tutoring outside classrooms. A grant extension provided tutoring to 129 additional students during summer session. The program evaluation contains recommendations for improvement, tables summarizing program data, summary of responses to tutor questionnaire, and copies of reporting forms. (LFL)

ED 277 547 SE 047 642

Disinger, John F.; Wilson, Terry L.

Locating the "E" in S/T/S. ERIC/SMEAC Information Bulletin No. 3, 1986.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 7p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Controversial Issues (Course Content); Curriculum Design; Curriculum Development; Educational Objectives; Elementary Secondary Education; *Environmental Education; *Futures (of Society); Global Approach; Interdisciplinary Approach; Quality of Life; *Science and Society; Science Education; Social Problems; *Social Studies; Technological Literacy
IDENTIFIERS- *Environmental Education Research; Science Technology and Society Courses

An emerging focus on pre-college education in the 1980s is the interaction of science and technology in terms of their combined interrelationships with society. The characterizations of the science/technology/society (S/T/S) theme, as advanced by science educators, social studies educators, and environmental educators, exhibit similarities. It is the purpose of this document to highlight the interconnections of the S/T/S perspectives of the three fields and, in particular, to note contributions that environmental education might make to the implementation of the various S/T/S goals of general education. This involves the description of the S/T/S involvements of all three threats, comparisons of the work of individuals and of organizations working toward similar goals, and an examination of the question, to what extent should attempts to implement S/T/S goals include and emphasize environmental education components? Goal statements relating to the S/T/S threats from all three fields are listed/referenced, as well as those proposed by some associated global education and citizenship education efforts. Examples of programs that are already including environmental education components in S/T/S oriented materials are described. (TW)

Waugh, Michael L.

The Effect of Teacher Involvement on Student Performance in a Computer-Based Science Simulation.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Computer Uses in Education; Courseware; *Earth Science; Learning Strategies; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; *Teaching Methods
IDENTIFIERS- *Science Education Research

Designed to investigate whether or not science teachers can positively influence student achievement in, and attitude toward, science, this study focused on a specific teaching strategy and utilization of a computer-based simulation. The software package used in the study was the simulation, Volcanoes, by Earthware Computer Services. The sample population consisted of 20 average and below average eighth grade earth science students who were randomly assigned to one of two computer simulation laboratories. Teacher behavior varied between the two laboratories. In one laboratory, the teacher was a content and simulation expert, employed a discovery and questioning approach to instruction, and moved about among the students. In the other laboratory, the teacher played the role of one unfamiliar with the content of the simulation, offered only minimal assistance, and remained at the teacher's desk. Student attitudes and achievement were measured. Positive attitudes toward science, scientists, and microcomputers were evidenced. Based on the posttest measure, neither laboratory group learned significantly more than the other about the content of the volcanoes simulation. Results are discussed and the attributes of good simulation courseware are specified. (ML)

Hunger, Carolyn; And Others
Acid Rain Study Guide.

Wisconsin State Dept. of Natural Resources, Madison.
REPORT NO.- PUBL-IE-011
PUB DATE- May 86
NOTE- 13p.; Drawings may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Ecological Factors; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Glossaries; Interdisciplinary Approach; Natural Resources; Quality of Life; *Science Activities; Science and Society; Science Education; *Science Instruction; *Secondary School Science; Trees; Water Pollution; Weather
IDENTIFIERS- *Acid Rain; *Wisconsin

Acid rain is a complex, worldwide environmental problem. This study guide is intended to aid teachers of grades 4-12 to help their students understand what acid rain is, why it is a problem, and what possible solutions exist. The document contains specific sections on: (1) the various terms used in conjunction with acid rain (such as acid deposition, wet deposition, and dry deposition); (2) how acid in rain is measured and what is defined to be acid rain by the Wisconsin Department of Natural Resources; (3) the source of acid rain; (4) why many people are concerned about acid rain (including discussions of acidic damage to lakes, forests, buildings, and human health); and (5) some possible solutions to the problem. Five learning activities are outlined. Each activity includes a grade level reference, a goal statement, a list of materials needed, background information, a suggested procedure for the activity, possible discussion questions, and ideas for extending the activity. A glossary of terms is included, along with a list of resources such as books, curriculum materials, audiovisual materials, and agencies and organizations in Wisconsin, the United States, and Canada that are involved in educating the people about acid rain. (TW)

ED 277 205 EC 191 712

Stanley, Julian C.
The Urgent Need for an Academic Focus.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Conference of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); Advanced Students; Elementary Secondary Education; Enrichment; Flexible Progression; Mathematics
IDENTIFIERS- Study of Mathematically Precocious Youth

The founder and director of the Study of Mathematically Precocious Youth (SMPY) at Johns Hopkins University discusses reasons why acceleration is a desirable educational strategy with highly gifted youth. Cases of successful radical acceleration by mathematically gifted youth illustrate the advantages to be gained by many others if the practice of acceleration were to increase. Enrichment is not as effective an educational approach for mathematically gifted students. The real difficulties of individualizing instruction enough to meet the needs of all children in a class make acceleration a more workable approach. Creativity and problem-solving skills cannot be taught effectively when divorced from subject matter content. SMPY's program is a direct approach to preventing the frustration and boredom of many gifted students while maximizing their abilities. Acceleration as implemented by more flexible curricula, subject matter, and grade placement is encouraged by SMPY. (DB)

ED 277 237 FL 016 166

Stenstrom, Anna-Brita
Feedback.
PUB DATE- 82
NOTE- 24p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Expressive Language; *Feedback; *Interpersonal Communication; Intonation; Language Research; Language Usage; *Oral Language; *Questioning Techniques; *Reinforcement; Responses; Speech Acts; *Spontaneous Behavior
IDENTIFIERS- *Spontaneous Speech

A study of feedback in conversational question-response exchanges focused on the questioner's feedback to the respondent. It examined three types of "followup" moves: the ordinary type revealing the questioner's attitude to the response and closing the exchange; the type signaling the questioner's reaction to the response and inviting further confirmation; and the respondent's confirmation. The analysis found that followup moves are recurrent features of discourse but with markedly different use in face-to-face and telephone conversations and among individual texts. It also found that followup moves are related to status and authority, with more used in teacher-student interactions than between equals. The most frequently occurring single lexical item used as a followup was "yes," followed by "m," which could serve as a variant of "yes" or "no." The characteristic tone pattern found for "yes, no, and m" functioning as response and followup was falling. (MSE)

ED 277 297 HE 019 884

Csorba, Les, III
Appeasing the Censors. A Special Report on Campus Free Speech Abuses.
Accuracy in Academia, Inc., Washington, DC.
PUB DATE- 86
NOTE- 20p.
AVAILABLE FROM- Accuracy in Academia, 1275 K Street, N.W., Washington, DC 20005 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; *Censorship; College Faculty; College Students; *Conservatism; Demonstrations (Civil); *Dissent; *Freedom of Speech; *Higher Education; Intellectual Freedom; Liberalism; Political Attitudes; Speeches; Student Behavior; *Student Organizations
IDENTIFIERS- Committee in Solidarity People of El Salvador; International Committee Against Racism; Spartacus Youth League

The issue of censorship of conservative speakers at major universities by students on the political left is discussed. It is argued that many campus liberals are being duped by committed radicals into supporting radical causes, and that in many cases, campus liberals betray the tradition of intellectual tolerance. The following concerns are posed: whether teachers are instilling their students with a respect for free institutions; whether colleges permit all viewpoints to be voiced and protected; and whether student organizations selectively defend the free speech rights of those with whom they agree. Documented cases of efforts to silence speakers on campuses are described. The result has been a monopolizing of debate on the larger college campuses by proponents of the radical left. Three organizations that are active on campuses nationwide that reject the democratic ethic of freedom of speech are discussed: The International Committee Against Racism, the Spartacus Youth League, and the Committee in Solidarity with the People of El Salvador. It is suggested that there are college faculty and administrators who are sympathetic with the students.

Adequate security and dealing firmly with protester leaders at campus speeches are recommended. The danger of succumbing to totalitarianism is noted. (SW)

ED 277 311 HE 019 929

Agreement between Rider College and the Rider College Chapter of the American Association of University Professors, September 1, 1985-August 31, 1988.

American Association of Univ. Professors, Washington, D.C.; Rider Coll., Trenton, N.J.

PUB DATE- 1 Sep 85
NOTE- 143p.; This document supersedes ED 257 401
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Librarians; Part Time Faculty; Personnel Policy; Physical Education Teachers; *Private Colleges; Teacher Employment Benefits; Teacher Salaries; Tenure
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Dues Checkoff; Faculty Reappointment; Personnel Files; *Rider College NJ; Union Rights

The collective bargaining agreement between Rider College and the Rider College Chapter of the American Association of University Professors (AAUP) covering the period September 1, 1985-August 31, 1988 is presented. Items covered in the agreement include: definitions and unit recognition; nondiscrimination; affirmative action; academic freedom; union privileges; academic ranks for faculty, ranking system for librarians, appointments; faculty voice in academic elements of hiring; promotion and tenure for faculty and librarians; evaluation procedure, dismissal and suspension; appeals procedure; annual reappointment and nonreappointment of nontenured bargaining unit members; department heads; academic governance; personnel files; lay-off; professional athletic staff; part-time faculty; evaluation; past practices; management rights; union rights; dues check-off; grievance and arbitration procedure;

no strike/no lockout; general work conditions; open classroom; workload; outside employment; research and enrichment; patent policy; sick leave; compensation and fringe benefits; salary adjustment; retirement age and retirement benefits; and separability. (SW)

ED 277 325 HE 019 947

Brehman, George E., Jr.
Postgraduation Activities: All Degree Levels in Pennsylvania, 1984.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Higher Education Planning and Research.
PUB DATE- Oct 86
NOTE- 401p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *College Graduates; Comparative Analysis; *Degrees (Academic); Demand Occupations; Doctoral Degrees; *Education Work Relationship; *Employment Patterns; Graduate Study; Graduate Surveys; Higher Education; *Majors (Students); Masters Degrees; Occupational Surveys; Part Time Employment; Place of Residence; Private Colleges; Professional Education; State Colleges; Unemployment
IDENTIFIERS- *Pennsylvania

Results of a survey of 1984 Pennsylvania college graduates are presented. A total of 47,055 graduates of 145 institutions were surveyed, including the associate, bachelor's, master's, doctoral, and first-professional levels. Information is provided on proportions of graduates in each degree field and level that are: employed full-time in their field of preparation or in another field, employed part-time, serving in the military, employed in Pennsylvania or in another state, unemployed, or pursuing an advanced degree. Detailed analysis of outcomes for selected degree fields are provided. Differences in graduates' activities are identified for the following types of schools: state colleges and universities, state-related, state-aided, private colleges, community colleges, proprietary schools, and state technology schools. Degree field trends for 1977 to 1984 for each degree level, except the associate degree, are also covered. Definitions are included for the 50 two-digit level categories of the Classification of Instructional Programs code that have been used. (SW)

ED 277 339 IR 012 422

A Guide to Video Presentations.

Texas Education Agency, Austin.
REPORT NO.- TEA-AD6-610-03
PUB DATE- Sep 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cues; *Educational Television; Elementary Secondary Education; Guidelines; *Production Techniques; Scripts; *Television Studios; *Videotape Recordings; Visual Aids
IDENTIFIERS- *Texas Education Agency

Intended for use as a guide for presenters in video productions, this booklet describes important aspects of the production of effective television presentations. It is suggested that a visit to the Texas Education Agency Tape Lab for a short orientation to their production facilities and a preproduction meeting with its staff would help ensure an effective production. The orientation provides an opportunity to become familiar with the studio, the instructional support available, and the technical staff which assists in the production of the presentation. Also included are suggestions for scripting video productions; prerequisites for effective presentations; preparing visuals for television; guidelines for selecting appropriate clothing for television; and meanings and descriptions of various hand cues. Diagrams of the hand cues are also provided. (DJR)

ED 277 395 IR 051 738

Sweetland, James H.; Weingand, Darlene E.

The Effect of Transaction Fees on Interlibrary Loan Traffic. Final Report.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C
PUB DATE- May 86
NOTE- 66p.; Joint Faculty/Practitioner Research Support.
GRANT- CLR-791-C
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; *Fees; *Interlibrary Loans; Library Administration; Library Cooperation; Library Networks; Library Research; Library Surveys; Literature Reviews; Questionnaires; Shared Library Resources; *User Satisfaction (Information)
IDENTIFIERS- *State Historical Society of Wisconsin

To study the effect of fees for interlibrary resource sharing, data were collected on all requests made to the State Historical Society of Wisconsin (SHSW) during a period when no charges were in effect (representing a normal baseline); during a period when the charges were announced, but not assessed; and during a period in which charges were in effect. In addition, an internal task analysis was made of the costs of providing interlibrary loan (ILL) services by SHSW, and other libraries known to be charging for ILL were surveyed. Results indicate that there is scanty evidence that fees affect ILL traffic, and that the income from the most common fee more than paid the incremental costs of setting up the fee system, although the extra recordkeeping is burdensome. It is concluded that, although further research on the effects of fees is warranted, it may be stated that fees can be a means of equitably distributing real costs of providing services to those who otherwise would pay nothing, and that such fees will not reduce traffic as much as direct user fees such as those charged to consumers of online services. Tables and figures are included, as well as a 33-item bibliography and an appended survey questionnaire. (KM)

ED 277 423 JC 870 040

Redovich, Dennis W.
State of Wisconsin VTAE Operational Planning Data, January 1987. 3rd Revision.
Wisconsin Vocational, Technical and Adult Education Administrators' Association.
PUB DATE- Jan 87
NOTE- 58p.; Prepared by the State Research, Planning, and Development Committee of the Wisconsin VTAE Administrators' Association.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Vocational Education; College Graduates; Community Colleges; *Educational Finance; *Enrollment Trends; Expenditures; Majors (Students); *Resource Allocation; School Personnel; State Surveys; Student Financial Aid; Technical Education; Technical Institutes; Two Year Colleges; *Two Year College Students; *Vocational Education
IDENTIFIERS- *Wisconsin

Data are provided showing trends in operational planning data in the Wisconsin Vocational, Technical, and Adult Education (VTAE) system between 1974-75 and 1985-86, with particular focus on 1985-86 enrollment, graduation, and cost allocation data. Four operational data areas have been analyzed; i.e., full-time equivalent (FTE) and headcount enrollments and cost/FTE; VTAE graduates; operational staff and compensations; and district finances. Highlighted findings include the following: (1) state VTAE FTE enrollment peaked in 1982-83 at 64,300, declined by 1% to 63,511 in 1983-84, by 6.5% to 59,384 in 1984-85, and by 2.4% to 57,935 in 1985-86; (2) overall, FTE enrollment increased 6.2% from 1979-80 to 1985-86; (3) 54% of VTAE FTE enrollment was in associate degree courses in 1985-86, representing a 23% increase between 1979-80 and 1985-86; (4) cost per FTE for vocational courses increased 73% from 1979-80 to 1985-86 when it reached $6,268/FTE;

(5) general education and business divisions contributed more FTE's than any other instructional division, though the technical division had the highest rate of growth; (6) the number of VTAE graduates peaked in 1983-84 at 16,622, and declined 10.7% to 14,844 in 1984-85 and 2.3% to 14,503 in 1985-86; (7) business and health provided more than half of all graduates in 1985-86, as they have since 1977-78; (8) three districts showed decreases in the number of operational staff from 1979-80 to 1985-86; (9) while all districts experienced increases in valuation from 1979-80 to 1986-87, 12 districts decreased in valuation from 1985-86 to 1986-87; and (10) from 1979-80 to 1986-87, the average valuation increase was 23%. The bulk of the report consists of data tables and graphs. (EJV)

ED 277 437 JC 870 063

Unit Cost Report for the Public Community Colleges of Illinois. Fiscal Year 1986.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jan 87
NOTE- 79p.; Tables throughout are printed in small type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Expenditure per Student; *Expenditures; *Program Costs; Public Colleges; Salaries; State Surveys; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

Fiscal year (FY) 1986 results of the annual unit cost study of the public community colleges in Illinois are presented, including basic data on course offerings, enrollments, and costs. After an introductory overview, data and analyses are provided, covering FY 1986 net instructional costs compared with previous years; net and full instructional unit costs and total institutional unit costs; FY 1986 net instructional unit cost by cost categories; indirect instructional support unit cost; new instructional unit cost in seven instructional categories; net instructional unit cost by subject area; and unit cost comparative analysis. Highlighted findings include the following: (1) the state average net instructional unit cost increased from $84.87 in FY 1985 to $92.03 in FY 1986; (2) in FY 1986, net instructional cost per full-time equivalent (FTE) student was $2,761, full instruction cost was $2,882, and total institutional cost was $3,091; and (3) public service costs, which represent the cost of non-credit community education and community service activities provided by the colleges to governmental agencies, business and industry, and the community itself, rose to $39,329,025, representing a 23% increase from FY 1985. Total expenditures reports are appended. (EJV)

ED 277 465 PS 016 232

Work in America: Implications for Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 17 Apr 86

NOTE- 220p.; Some sections are printed in small type.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06209-6, $6.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Black Family; *Blacks; Demography; *Economic Change; *Employed Women; *Family Life; Family Problems; Government Role; Hearings; One Parent Family; Outplacement Services (Employment); *Poverty; Public Policy; Sex Bias; Social History; Stress Variables; Unemployment; Welfare Services; *Work Experience

IDENTIFIERS- Congress 99th; Job Loss; *Reindustrialization

This hearing explored the value of work, and how changes in the economy and the composition of the work force have affected families. Witnesses (1) reported data on such topics as the kinds of jobs currently available, women's participation in the work force, unemployment, and labor force growth over the next decade; (2) argued that the economy is largely structured to complement the 19th century model of marriage, and that anti-discrimination and affirmative action legislation, along with upgrading of female-dominated jobs, is needed to facilitate the development of egalitarian marriages; (3) argued that the welfare poor do not work because of the permissive character of government policy; (4) discussed the economic contribution of women to family well-being, gender differencs in labor market positions and earnings, and the implications of research findings for policy; (5) reported on studies of black Americans and the relationship between rapid displacement of unskilled industrial jobs, growing role strains within black families, and related psychosocial consequences; (6) discussed the causes of poverty for single mothers, and the effect of welfare on work and dependency; (7) reported research on the effect of economic dislocation on children's lives; and (8) described experiences with and aspects of education and training programs around the country. (RH)

ED 277 494 RC 015 995

Singh, Raja Roy
Education in Asia and the Pacific. Retrospect: Prospect.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 86
NOTE- 207p.
AVAILABLE FROM- UNIPUB, 10033/F ML King Jr. Highway, Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cooperative Programs; Demography; Developing Nations; *Educational Cooperation; *Educational Development; *Educational Planning; Educational Trends; Elementary Secondary Education; Equal Education; Foreign Countries; Futures (of Society): Higher Education; International Cooperation; Literacy Education; Regional Characteristics; Regional Cooperation; *Regional Planning; Regional Programs; *Role of Education; Rural Urban Differences; *Trend Analysis; Womens Education
IDENTIFIERS- *Asia Pacific Region

Offered as a tribute to the growing and fruitful spirit of regional cooperation in education in Asia and the Pacific, this volume provides a retrospective and prospective view of cooperative efforts and conditions in the 28 countries of the region. Part One outlines landmark efforts accomplished through a series of UNESCO regional conferences beginning in 1962. For example, from 1978-1985, the Asia and the Pacific Programme of Educational Innovation for Development supported almost 600 activities at inter-country and national levels, directly involving 11,500 educators in 24 countries. Activities encompassed universalization of primary education; the struggle against illiteracy; development of science and technology education; promotion of technical and vocational education; development of environmental, population, and higher education; training educational personnel; and educational planning and administration, facilities development, and research. Part Two provides statistical data to document the situation of education in the region, including population, income, poverty, life expectancy, educational attainment, enrollment, dropout percentages, teaching staff, pupil-teacher ratios, expenditures, and illiteracy rates. Part Three details the goals, priorities, and recommendations of the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific which met in Bangkok in 1985. Part Four describes recommended actions for regional education development in the areas of educational planning and management, personnel preparation/training, research, experimentation and innovation, and international cooperation. (NEC)

ED 277 506 RC 016 030

Contreras, Maximiliano
Mexicano, Mexican-American or Chicano?
PUB DATE- Sep 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; *Cultural Differences; Cultural Images; Cultural Pluralism; *Cultural Traits; Definitions; Foreign Workers; Hispanic American Culture; *Labeling (of Persons); *Mexican Americans; Mexicans; Middle Class Culture; Sociocultural Patterns; Socioeconomic Background; Spanish Speaking; *Undocumented Immigrants
IDENTIFIERS- *Chicanos

Although often considered to be homogeneous, the Hispanic community contains many culturally diverse groups. In the United States today, those of Mexican heritage--by far the largest subgroup within the Hispanic community--can be further classified as Mexicano (undocumented resident), Mexican American, or Chicano. This classification system affords greater understanding of diverse needs, lifestyles, and aspirations. The subgroups can be analyzed in the areas of socioeconomic status, educational background, religious preferences, family size, political orientation, place of residence, philosophical make-up, languages spoken, and period of time living in the United States. The Mexicanos are newcomers and economic refugees escaping the unemployment and underemployment found in Mexico. They typically settle in urban centers, where they find low paying and unskilled positions. They must learn the language and culture of a new country and live with the constant possibility of deportation. Those who call themselves Mexican Americans may trace their United States ancestry back one generation or many. They believe in the Melting Pot concept of society with cultural differences and languages merged. Those who call themselves Chicanos relate to American society as a culturally pluralistic mix. They are Americans from all walks of life, who see themselves as having an important cultural heritage. (JHZ)

ED 277 576. SE 047 678

del Regato, John C.; And Others
Mathematics Pentathlon. A Manual of Directions and Official Tournament Rules. Division I. Grades K-1.
Pentathlon Inst., Indianapolis, IN.
SPONS. AGENCY- Phi Delta Kappa, Bloomington, Ind.
PUB DATE- 86
NOTE- 43p.
AVAILABLE FROM- Pentathlon Institute, P.O. Box 20590, Indianapolis, IN 46220 ($7.00 plus $2.16 shipping charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; *Educational Games; *Elementary School Mathematics; Geometric Concepts; Grade 1; Kindergarten; Manipulative Materials; *Mathematical Enrichment; *Mathematics Instruction; Number Concepts; Primary Education; *Problem Solving
IDENTIFIERS- *Mathematics Pentathlon

The Mathematics Pentathlon is a tournament of mathematics games held each spring since 1979 to promote the development of mathematical concepts and skills while fostering interaction among the educational community. There are five games in each of four divisions, for grades K-1, 2-3, 4-5, and 6-7. The focus is on active problem solving and critical thinking skills for children at different ability levels. This manual for K-1 first discusses problem solving, educational community involvement, the range of academic performance, and the use of physical models. Then each game is described, with mathematical content, materials, time, goals, starting procedures, game rules, and tournament rules stated, plus a reproduction of the gameboard. The games for this level are Kings and Quadraphages, Kalah, Hex!, Shape-Up, and Star Track. (MNS)

ED 277 252 FL 016 224

Byram, Michael
The Relationship between Graded Objectives and Testing in Foreign Language Teaching and Language Awareness Work.
PUB DATE- 85
NOTE- 18p.; In: Donmall, B. G., Ed. Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6; see FL 016 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; *Behavioral Objectives; *Competency Based Education; *Cultural Awareness; Foreign Countries; *Introductory Courses; *Language Role; Linguistics; Secondary Education; Second Language Instruction; Second Language Learning; *Testing
IDENTIFIERS- Great Britain; *Language Awareness

While the concept of language awareness by language exploration and the use of performance objectives and testing seem mutually contradictory, they may not be. Where the processes of language learning are concerned, the two approaches may have important points of contact. In curriculum, the two complement rather than threaten each other. Both help the teacher and student recognize the value of second language learning as a process as well as a product, as an activity that is interesting in itself while providing access to other people and their ways of life. (MSE)

ED 277 368 IR 051 638

Johnson, Debra Wilcox; Soule, Jennifer A.
Literacy and Libraries: A Planning Manual.
Lincoln Trail Libraries System, Champaign, IL.
SPONS. AGENCY- Illinois State Library, Springfield.
PUB DATE- 85
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Literacy; Community Attitudes; Community Support; Financial Support; Illiteracy; Library Collection Development; *Library Materials; *Library Planning; Library Role; *Library Services; *Literacy Education; Needs Assessment; Publicity; Public Libraries; Surveys

Designed to help librarians and trustees make informed planning decisions concerning the development or improvement of library literacy services, this manual discusses the following topics: (1) the problem of illiteracy; (2) identifying adult new learners; (3) providers of literacy services; (4) the library's role in literacy activities; (5) cooperation with other providers of literacy services; (6) the community role; (7) making the decision to participate in literacy activities; (8) target groups for literacy services; (9) setting goals and objectives; (10) the availability of resources; (11) evaluating the literacy project; (12) publicizing library services; and (13) materials selection. Suggestions for further reading are provided for most topics. Five appendices include a selected list of publishers of adult education materials, a planning checklist, a sample needs assessment survey, a sample evaluation survey, and a levels of materials chart. (KM)

ED 277 480 PS 016 260

Gulley, S. Beverly; And Others
Checklists for Starting Up and Operating a Day Care Center.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Budgeting; Certification; *Check Lists; *Day Care Centers; *Educational Administration; *Educational Planning; Physical Environment; Staff Development

Two checklists intended for directors and aspiring directors identify tasks involved in starting and subsequently operating a day care center. Lists may need to be modified to accommodate state and local regulations, specific community requirements, and individual needs. The "Start-Up Checklist for Day Care Centers" is a list of typical tasks which must be completed prior to the opening of a day care center. The tasks are sequenced in the manner in which they often occur, but may vary according to individual circumstances. The "Operating Checklist for Day Care Centers" lists the ongoing tasks in the day-to-day operation of a day care center. The two checklists are appropriate for either profit or not-for-profit day care centers. (Author/NH)

ED 277 520 RC 016 048

Bruchac, Joseph
The Poet Is a Voice: Interview with William Oandasan.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; *Cultural Influences; Family Influence; Imagery; Interviews; *Literary Styles; *Personal Narratives; *Poetry; Poets; Political Issues; Symbols (Literary); Traditionalism
IDENTIFIERS- *Oandasan (William); Oral Tradition

One in a series of interviews with Native American poets, this interview with William Oandasan of the Yuki tribe of Round Valley, California, is conducted by an Abenaki poet, storyteller, and editor. Questions focus on Oandasan's literary style, his cultural heritage, and his development as a writer. Opening questions relate to the role of place in Oandasan's poetry, the use of the redwood tree as a symbol, and the theme of traveling while having a home to return to. Oandasan discusses childhood events that influenced him to become a writer. He describes early experiences with oral tradition including recollections of family members singing, telling stories, and relating events of the past. Discussion touches on writing experiences in elementary school, creative experiences with music and visual arts, and influential college teachers. Additional topics concern the poet's style and the influence of the haiku writers, oral tradition, and various schools of poetry and thought. Final questions explore the relationship of politics and poetry. (JHZ)

ED 277 206 EC 191 713

Stanley, Julian C.
Some Characteristics of SMPY's "700-800 on SAT-M before Age 13" Group.

PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Conference of the American Educational Research Association (67th, San Francisco, CA, April 16-20 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); Elementary Education; Family Characteristics; Junior High Schools; Racial Differences; Sex Differences; *Socioeconomic Status; *Student Characteristics
IDENTIFIERS- *Scholastic Aptitude Test; Study of Mathematically Precocious Youth

Characteristics of 292 youths (269 males and 23 females) identified by high scores (before the age of 13) on the Scholastic Aptitude Test-Mathematics as part of the Study of Mathematically Precocious Youth (SMPY) at Johns Hopkins University are reported. Several of the students have received Ph.D. degrees at very young ages. The young students also scored substantially higher on the verbal section of the SAT and the Test of Standard Written English than did average college bound high school seniors. More variability was found among male high scorers. Two students were Black, 22% were of Asian parentage. Parents of the group were well educated averaging a master's degree for fathers and a bachelor's degree for mothers. Paternal occupational status was consistent with educational level. Seventy percent of the girls and 63 percent of the boys were the oldest in their families, with 17 percent of the girls and 11 percent of the boys being only children. Most of the students had accelerated grade placement by the end of high school and college. An appendix describes procedures for participating in the ongoing talent search. (DB)

ED 277 221 FL 016 150

Lehtonen, Jaakko
Non-Verbal Aspects of Impromptu Speech.
PUB DATE- 82
NOTE- 15p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Discourse Analysis; Kinesthetic Perception; Language Research; *Linguistic Theory; *Nonverbal Communication; *Oral Language; *Paralinguistics; *Research Methodology; *Speech Acts; Spontaneous Behavior
IDENTIFIERS- *Spontaneous Speech

Nonverbal phenomena associated with communication can take a variety of forms: kinesic behavior, physical characteristics, touching behavior, paralanguage, proxemics, artifacts, or environmental factors. To be regarded as communication, nonverbal behavior should be intentional and goal-directed, but it need not involve a conscious choice by the speaker. Recently, many scholars have emphasized both the importance of nonverbal behavior in the communicative event and the complexity of communicative signals, both verbal and nonverbal. Nonverbal signals are multifunctional, augment verbal signals in unique ways, and are intricately combined with verbal signals in communication. In impromptu speech, both verbal and nonverbal choices made by the speaker are spontaneous, not planned as they might be, to some extent, in non-impromptu speech. In general, the importance of the nonverbal channel depends on the function of the discourse, which also determines the communication style. More informative discourse depends more on the linguistic code, while emphasis on the social and expressive function of the communication means greater dependence on the nonverbal. (MSE)

ED 277 268 FL 016 320

Doble, Gordon

Has the Language Laboratory a Place in the Undergraduate Language Course?

PUB DATE- 85

NOTE- 16p.; In: Doble, G., Ed. and Griffiths, B. T., Ed. Oral Skills in the Modern Languages Degree. Proceedings of a Conference at the University of Bradford (Bradford, England, January 3-6, 1984); see FL 016 311.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Second Language Programs; *Communicative Competence (Languages); *Course Organization; Foreign Countries; Higher Education; Independent Study; *Language Laboratories; Listening Skills; Program Effectiveness; Research Needs; Second Language Instruction; Second Language Learning; *Teacher Role; *Undergraduate Study

IDENTIFIERS- *University of Bradford (England)

The language laboratory could make a larger impact than it does on undergraduate language study. The growth of attractive new technology makes even more important the careful evaluation and exploitation of existing technology. A major obstacle in doing this is the lack of careful and rigorous research about the effectiveness of the language laboratory in achieving specific objectives in specific courses in which the laboratory has been given a specific role. Another obstacle has been the limiting of laboratory use to lower-level courses. It is time for the language laboratory to be viewed less as a teaching aid and more as a learning aid. This suggests that its principal value might be in independent study, which would affect the teacher's role and materials and course design. An experiment at the University of Bradford (England) illustrates the successful integration of language laboratory use into an undergraduate language course. (MSE)

Altbach, Philip G.
The Foreign Student Dilemma. Special Theme.

International Bureau of Education, Geneva (Switzerland).
PUB DATE- 85
NOTE- 180p.
AVAILABLE FROM- United Nations Educational, Scientific, and Cultural Organization, 7 Place de Fontenoy, 75700 Paris (France).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; College Programs; *Comparative Education; Developed Nations; Developing Nations; Economic Factors; *Educational Innovation; Educational Policy; Foreign Countries; *Foreign Students; Higher Education; *International Educational Exchange; Political Influences; *Study Abroad
IDENTIFIERS- *China; *Czechoslovakia

An introductory essay and an annotated bibliography concerning foreign students are presented in this issue of the Bulletin of the International Bureau of Education (IBE), along with an annotated bibliography on recent publications dealing with educational innovations, which was prepared by the International Educational Reporting Service (IERS), an IBE project. A subject and country index and list of institutions issuing the IERS documents are included. The issue also contains abstracts of documents on educational policy from China and Czechoslovakia by the Co-operative Educational Abstracting Service, also an IBE project. Keywords are provided in addition to bibliographic information and narrative summaries. The essay by Philip G. Altbach, "Introduction: Foreign Students in a Comparative Perspective," covers international student flows, curricular factors and foreign study, the economics and politics of foreign study, and factors in the decision to undertake study abroad on the part of governments, academic institutions, and individuals. Categories included in the bibliography on the foreign student dilemma include: academic experiences and performance, adaptation problems and issues, admissions policies and evaluation of credentials, the 'brain drain' and non-return issues, counseling services and health problems, disciplinary studies, foreign student advisers and personnel, and language issues. (SW)

ED 277 340 IR 012 423

Rizzolo, Ralph M.
High Technology in the High School and Its Effect on Curriculum.
PUB DATE- Feb 86
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (Orlando, FL, February 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications Satellites; Computer Assisted Instruction; *Curriculum Development; High Schools; *Interdisciplinary Approach; Lasers; Learning Laboratories; Optical Disks; Participative Decision Making; *Program Development; *Secondary School Curriculum; *Technological Advancement; *Vocational Education

The development and implementation of a high-tech laboratory in a small suburban high school in Pequannock Township, New Jersey, demonstrates that the high-tech future is both possible and valuable as it permeates the entire curriculum. In 1984, the vocational studies department shifted its emphasis to prepare students for college as well as for the job market, and changed the department's title to the Technological Studies Department. In addition to changing course materials to focus on technology, a high-technology laboratory was created which utilizes a satellite communications dish that receives signals from 19 satellites in space. The high-technology wing of the school also includes an electronics lab, video-technology lab and studio, computer repair area, a drafting center, and a micro-computer center. Students in other disciplines also made use of the facilities in the high-technology laboratory to conduct experiments with alternate energy systems, robotics, communications through satellites, fiber-optics, and lasers. All of this future-oriented technology was studied by students in 1985-86 across curriculum areas such as physics, social studies, foreign languages, and mathematics. The key to this successful program resulted from a knowledgeable, committed, and talented staff; the efforts of in-house experts; and the enlistment and support of the Board of Education. The approach used to gain funding resulted in collaborative planning with other school districts, and a $50,000 grant was received from the state. (DJR)

ED 277 355 IR 012 445

Klopfenstein, Bruce C.
Forecasting the Market for New Communication Technology: The Home Video Player Experience.
PUB DATE- May 86
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Marketing; *Prediction; Technological Advancement; Videodisks; Videotape Cassettes; *Videotape Recorders
IDENTIFIERS- *Market Forecasts; *Market Research

This paper describes a critical study of the available forecasts and forecasting studies for the home video player market over a 15-year period which was undertaken to discover why so many forecasts were wrong about consumer adoption of home videocassette players and videodisk players, the reasons for these errors, and ways in which this knowledge can be applied to planning and forecasting the development of new communication technologies and services. An overview of forecasting methodologies and a brief history of the development of home video players are provided as background information for a discussion of the 29 forecasts collected from market research firms, government, academic, and other sources. These forecasts are then summarized and compared with actual events. Common forecast errors identified through this exercise are discussed, and suggestions for improving future market forecasts are offered. Both a listing of the forecast studies in chronological order and a 35-item reference list are included. (DJR)

ED 277 383 IR 051 724

Boomgaarden, Wesley; And Others
Ohio State University Libraries. Preservation Planning Program Study Report. Final Report.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Oct 86

NOTE- 95p.; For other reports in this series, see ED 267 808-809, ED 274 372-374, ED 275 339, and IR 051 725-726.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave. NW, Washington, DC 20036 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Facility Planning; Financial Needs; Higher Education; Information Dissemination; Library Facilities; *Library Materials; *Library Planning; Long Range Planning; Occupational Information; Position Papers; *Preservation; Research Methodology; Self Evaluation (Groups)
IDENTIFIERS- Book Restoration; *Ohio State University

The result of an 11-month study by six task forces, this report confirms the precarious physical condition of the Ohio State University Libraries' (OSUL) collections and highlights problems with the physical environments in which the collections are housed. An introductory discussion considers the OSUL in their institutional setting, the Association of Research Libraries/Office of Management Studies (ARL/OMS) Preservation Planning Program, planning assumptions, definition of terms, and OSUL preservation efforts to date. Key areas of concern as determined by the preservation task forces are summarized, and detailed recommendations designed to enhance the longevity of the OSUL collections are proposed for the following broad areas: (1) improvement of the physical environments; (2) management and development of the collections; (3) preservation and conservation treatments; and (4) handling, shelving, and display of materials. A proposed implementation schedule by subject area is also provided. Three appendices include a listing of the preservation self-study task forces and task force members; a draft copy of the Ohio State University Libraries Preservation Policy Statement Outline; and the Ohio State University Libraries Preservation Office organization chart/directory. Statistical information about the collections is provided in four tables. (KM)

ED 277 410 JC 870 024

Fawcett, Lee; Hoglan, Janelle
Clackamas Community College 1986 High School Marketing Survey.
Clackamas Community Coll., Oregon City, Oreg.
PUB DATE- Nov 86
NOTE- 19p.; Prepared by the Research Office.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Bound Students; *College Choice; Community Colleges; *Enrollment Influences; High Schools; High School Seniors; High School Students; Information Sources; School Surveys; *Student Attitudes; Student Recruitment; Two Year Colleges

A survey was conducted to gather information from high school juniors and seniors in the Clackamas Community College (CCC) District about their post-high school plans; the factors, people, and information sources most important in the college choice process; and student perceptions of CCC. A total of 1,758 completed surveys were received from nine area high schools. Study findings included the following: (1) 67.9% of the students planned to attend college or trade school immediately after high school, and 88.5% planned to attend college eventually; (2) students indicated that their parents had the most influence on their choice of college; (3) availability of a particular program of study was the most important factor in college choice; (4) a visit to a college and college publications were considered the most important sources of information about a college; and (5) in comparison with survey responses from the previous year, there was a significant increase in students' overall knowledge level about CCC, with 59.3% of the responding seniors having a moderate to high level of knowledge as opposed to 40.8% in 1985. Based on study findings, a series of recommendations concerning publicity and recruitment were developed. The survey instrument is appended. (EJV)

ED 277 452 PS 016 144

Oversight Hearing on Head Start. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 24 Oct 85
NOTE- 89p.; Serial No. 99-79. Some pages contain small type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compensatory Education; *Educational Administration; *Educational Needs; *Educational Quality; *Federal Aid; Hearings; Insurance; *Teacher Salaries
IDENTIFIERS- Congress 99th; *Project Head Start; Reagan Administration; Reauthorization Legislation

This hearing was held to gather information, identify concerns relevant to reauthorization of Project Head Start, and collect program directors' input on some of the immediate day-to-day problems of program implementation, such as insurance and salaries. Witnesses affirmed the current administration's support for Head Start, mentioned some program initiatives of fiscal year 1986, and responded to questions concerning availability of insurance for Head Start centers, expected new regulations mandating criminal record checks for Head Start employees, and summer unemployment compensation for Head Start workers. Other witnesses emphasized the need to maintain quality in Head Start and other preschool programs, and responded to questions about the impact of the insurance industry's refusal to provide liability coverage for child care centers. A panel of Head Start directors addressed several issues, including the extremely low salaries paid to Head Start teachers, the insurance crisis, the importance of training and the child development associate, and parent involvement. Included in the committee print are prepared statements concerning Head Start teacher turnover and salaries, Head Start programs for Navajo children, and Head Start programs of the New York City Human Resources Administration. (RH)

ED 277 507 RC 016 032

Johns, Jennifer S.
Title IV-A Indian Education Program Evaluation, 1983-84.
Albuquerque Public Schools, N. Mex.
PUB DATE- Sep 84
NOTE- 25p.; For the 1984-85 report, see RC 016 033; for the 1985-86 report, see RC 016 066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *American Indian Education; American Indians; Cognitive Processes; Elementary Secondary Education; Extracurricular Activities; Program Descriptions; Program Effectiveness; *Program Evaluation; *Remedial Instruction; Self Esteem; Student Attitudes; Tribes; *Tutorial Programs; *Urban American Indians
IDENTIFIERS- Comprehensive Tests of Basic Skills; Indian Education Act 1972 Title IV; Navajo (Nation); *New Mexico (Albuquerque); Pueblo (People)

The third year of Title IV-A Indian Education programs in Albuquerque, New Mexico, public schools saw fulfillment of some program objectives despite funding decreases, personnel cuts, and increased requests for remedial tutoring. Two tutors and a counselor tutored 15 middle school and 26 high school students from the Navajo community of Canoncito in an effort to improve/maintain student grades. Turnover of tutoring staff and decreased tutoring contacts resulted in 81% of grades decreasing and 12% remaining the same. Four tutors tutored 53 middle school and 68 high school students from the Isleta Pueblo in an effort to maintain/improve letter grades and to increase student involvement in extracurricular activities. Isleta program objectives were achieved--12% of grades remained the same, 57% improved while 40% of the students participated in extracurricular activities. The urban program component employed 42 tutors, a resource teacher, a program coordinator, and a secretary to tutor 578 students in grades K-12. The program met its objective of increased student personal effectiveness/self-image and improved skills necessary for continued learning. Insufficient data prevented evaluation of student improvement using the Comprehensive Tests of Basic Skills. Recommendations for program improvement included: analyze personnel needs, establish program parameters, provide inservice education for tutors, and standardize recordkeeping. (LFL)

ED 277 561 SE 047 656

Indiana Science Proficiency Guide. Fall 1986 Draft.
Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.

PUB DATE- 86

NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Educational Objectives; *Elementary School Science; Elementary Secondary Education; *Minimum Competencies; *Science Curriculum; Science Education; Science Instruction; *Secondary School Science; *State Curriculum Guides; *Student Educational Objectives
IDENTIFIERS- *Indiana

The Indiana State Curriculum Proficiency Guides were developed to provide educators and state decision makers with a framework for evaluating local curriculum and instructional efforts and also to serve as an interactive, self-renewing instrument that would provide the best current thought on student learning needs. This Fall, 1986, Draft of the guide for science programs contains four levels of goals/objectives/proficiency statements. The levels address specific proficiencies for primary, upper elementary, middle/junior high, and high school students. These statement levels include: (1) curriculum goals (consisting of six statements which served as the basis for the guide); (2) foundation proficiencies (identifying the initial science learning experiences which should be provided for students); (3) specific proficiency statements (specifying the capabilities that are prerequisite to the desired terminal ability); and (4) proficiency indicators (offering examples of observable behaviors that demonstrate that a proficiency has been acquired). Two high school populations are targeted with specific proficiencies. Functional proficiencies are listed for students who are unlikely to pursue any post-secondary education while academic proficiencies are described for students who will probably continue to be active, inquisitive learners throughout life. (ML)

ED 277 593 SE 047 696

Hamerstrom, Frances
Birds of Prey of Wisconsin.
Madison Audubon Society, WI.; Wisconsin State Dept. of Natural Resources, Madison.
REPORT NO.- PUB-1-8100(84)

PUB DATE- 83
NOTE- 67p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Animal Behavior; *Classification; Endangered Species; Guides; *Identification; *Migration; Natural Resources; *Ornithology; Research Tools; Scientific and Technical Information; Zoology
IDENTIFIERS- *Birds; Dichotomous Keys; *Wisconsin

This copiously illustrated document is designed to be a field quide to birds of prey that are common to Wisconsin, as well as to some that enter the state occasionally. An introduction discusses birds of prey with regard to migration patterns, the relationship between common names and the attitudes of people toward certain birds, and natural signs that indicate the occurrence of certain types of birds. A section on hawks, vultures and eagles contains silhouette patterns, drawings, a simple dichotomous key, and specific information about buteos, accipiters, falcons, harriers, osprey, eagles, and vultures. The section on owls explains some of the special adaptations that owls possess, along with drawings, a dichotomous key, and information on ten owls that are common to Wisconsin. A special section addresses birds of prey that may be rare worldwide, or at least are rarely seen in Wisconsin. Specifications and tips about building nest boxes are included, along with a list of the scientific names of the birds described, and a reference list of books and organizations which relate to birds of prey. (TW)

ED 277 238 FL 016 167

Lonnqvist, Barbara
The Study of Russian Impromptu Speech in Soviet Linguistics.
PUB DATE- 82
NOTE- 15p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Connected Discourse; *Contrastive Linguistics; *Discourse Analysis; Foreign Countries; *Language Research; Language Variation; Linguistic Theory; *Oral Language; *Russian; Speech Acts; Spontaneous Behavior; Syntax; Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Spontaneous Speech; *USSR

Although spoken language was the subject of attention among Soviet linguists for a short period in the 1920s, it has not attracted much attention since then. The main concern of Soviet linguists has been the forms of written language. Only at the end of the 1960s did linguists begin to record spontaneous speech on tape and study its forms. The impetus came partly from literature, where a young generation of writers produced "living speech" that no traditional grammar could account for. The studies of Russian impromptu speech have mostly concentrated on syntax, since that is where the greatest differences have been found in comparison with written language. (Author/MSE)

ED 277 298 HE 019 887

Carmichael, J. W., Jr.
Predictors of Success of Black Americans in a College-Level Pre-Health Professions Program.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Black Colleges; *Black Students; Dentistry; *Health Occupations; Higher Education; Optometry; Osteopathy; Pharmacy; Podiatry; *Predictor Variables; *Premedical Students; Veterinary Medicine
IDENTIFIERS- *Xavier University of Louisiana

Predictors of success for black freshmen entering Xavier University of Louisiana with an interest in the health professions were studied. Health professions were considered as the mainline fields of medicine, osteopathic medicine, dentistry, veterinary medicine, optometry, podiatry, and pharmacy. Students majoring in biology, chemistry, or pre-pharmacy (pre-health) who entered the predominantly-black institution in 1981, 1982, and 1983 were investigated. Success was defined as both persisting in pre-health and maintaining a grade point average sufficiently high to provide a reasonable chance of gaining admission into a health professions school. The following traditional variables were chosen for study: high school grade point average, composite score on the American College Testing Program and scores on its four subsections, scores on the three portions of the Nelson-Denny Reading Test in terms of grade-level equivalents, and sex of students. Complete data were available for 324 students (210 females and 114 males). Of this number 85 were successful by the defined criteria and 239 were not. Almost all the variables distinguished successful from unsuccessful students to some degree. Specific findings are reviewed, along with the question of whether the predictive power varied for black males and females. (SW)

ED 277 312 HE 019 930

Collective Bargaining Agreement by and between Hofstra University and the Hofstra Chapter of the American Association of University Professors, September 1, 1985-August 31, 1988.

American Association of Univ. Professors, Washington, D.C.; Hofstra Univ., Hempstead, N.Y.

PUB DATE- 1 Sep 85
NOTE- 73p.; This document supersedes ED 257 385.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Grievance Procedures; Higher Education; Leaves of Absence; Librarians; Personnel Policy; *Private Colleges; Reduction in Force; Retrenchment; Teacher Employment Benefits; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AAUP Contracts, American Association of University Professors; Dues Checkoff; Faculty Reappointment; Financial Exigency; *Hofstra University NY; Personnel Files; Union Rights

The collective bargaining agreement between Hofstra University and the Hofstra University Chapter of the American Association of University Professors (AAUP) covering the period September 1, 1985-August 31, 1988 is presented. Items covered in the agreement include: definitions and unit recognition; faculty statutes and faculty policy series; the relationship between the AAUP and the university; appointment, reappointment, promotion, and tenure; working conditions; fringe benefits; compensation; reduction in force of faculty as a consequence of curricular curtailment or financial exigency; no strike, work stoppage, or lockout; grievance and arbitration procedure; merger or acquisition; released time; union security and checkoff; separability; interest succession; nondiscrimination; personnel files; affirmative action committee; affirmation of full disclosure; past practices; department heads; and adjunct faculty and special faculty status. Appendices include: (1) information on New College Teaching Fellows, including teaching load, compensation, and appointment; (2) the work schedule of full-time and adjunct library faculty; (3) the work schedule and teaching load of faculty at the Institute of Applied Social Science; and (4) the memorandum of understanding between the university and the AAUP. (SW)

ED 277 326 HE 019 948

Update from Washington. A Report from the Washington Office of the College Board, January 1987.

College Entrance Examination Board, Washington, D.C.

PUB DATE- Jan 87

NOTE- 19p.

AVAILABLE FROM- College Board, 1717 Massachusetts Avenue, N.W., Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Budgets; *Federal Aid; Federal Legislation; *Financial Policy; Government School Relationship; Higher Education; *Public Policy; State Legislation; *Student Financial Aid; Taxes

IDENTIFIERS- College Entrance Examination Board; *Higher Education Act Amendments 1986; Paying for College; *Tax Reform Act 1986

The outcome of the federal budget process in 1986, the impact of tax reform, and reauthorization of the Higher Education Act are examined, along with prospects for the 1987 U.S. Congress. State legislative developments and recent policy studies sponsored by the College Board's Washington office are also reviewed. Statistical tables trace funding for student financial aid since 1980-1981 in both current and constant dollars, the latter adjusted for inflation to show changes over time in the purchasing power of assistance. This year student aid is affected by changes in both the tax law and the Higher Education Act, along with continued uncertainty over federal funding commitments. Education received an overall 7.2% increase for fiscal year 1987 due to a Senate amendment that restored education funds cut by an earlier measure and that provided a modest inflation increase. Ways that the Tax Reform Act of 1986 affect educa[illegible]al institutions and students and parents in saving and paying for [illegible]her education are identified. (SW)

ED 277 396 IR 051 739

Bolner, Smittie; And Others
Electronic Information Services, Louisiana State University Libraries.
Louisiana State Univ., Baton Rouge. Library.
PUB DATE- 2 Jun 86
NOTE- 46p.; A report prepared by the Task Force on Electronic Information Services.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Bibliographies; Higher Education; *Information Systems; *Information Technology; Library Automation; *Library Planning; Long Range Planning; Microcomputers; Online Catalogs; *Online Searching; *Online Systems; Questionnaires; User Satisfaction (Information)
IDENTIFIERS- Bibliographic Data Bases; Integrated Automated Library Systems; *Louisiana State University; OCLC; Research Libraries Group

Reports prepared by the Louisiana State University (LSU) Libraries Task Force on Electronic Services examine the present level of automated services at the LSU libraries and make recommendations for both long- and short-term plans to handle information in electronic format. The reports, each of which is followed by a list of recommendations, focus on the following LSU automated services: (1) NOTIS (an integrated, automated library system which will provide access to all cataloged, ordered, and in-process material in the library); (2) online services; (3) the Research Libraries Group (RLG); (4) OCLC; (5) use of microcomputers in the library; (6) in-house searchable computerized bibliographic systems; and (7) electronic information in other campus locations. It is concluded that coordination and cooperation are essential to making the most effective and efficient use of electronic capabilities. Four appendices include: "Evaluation of Online Services," which includes a user evaluation form; "Accounting and Billing: Electronic Information"; a listing of electronic equipment available in LSU libraries; and a listing of electronic information on the LSU campus. (KM)

ED 277 438 JC 870 064

Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1986.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jan 87

NOTE- 46p.; Tables throughout contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Community Colleges; Day Students; Declining Enrollment; *Enrollment; *Enrollment Rate; *Enrollment Trends; Ethnic Groups; Evening Students; Full Time Equivalency; Full Time Students; Out of State Students; Part Time Students; Public Colleges; Student Characteristics; Trend Analysis; Two Year Colleges; Two Year College Students; Vocational Education

IDENTIFIERS- *Illinois

Fall 1986, "end-of-registration" enrollment data were gathered for the 50 Illinois public community colleges and compared with data from earlier years. Highlights of the analysis indicate that: (1) the colleges enrolled 334,884 students in instructional credit courses, representing a decrease of 4,898 students (1.4%) from fall 1985; (2) full-time equivalent (FTE) enrollment was 166,204, a decrease of 0.3%; (3) the proportion of full-time students increased from 28.2% in fall 1985 to 28.7% in fall 1986, with almost half of the full-time students enrolled in pre-baccalaureate transfer curricula; (4) the number of female students decreased 2.1% from 196,812 to 192,752 between 1985 and 1986, while the number of male students dropped 0.6%; (5) minority student enrollment remained steady; (6) the median age of community college students in fall 1986 was 28.0 years, an increase over 1985's average of 26.6; (7) the number of freshmen enrolled in community colleges decreased 5.1% to 176,914, while the number of sophomore students increased slightly from 15.8% of the student population to 16.1%; and (8) nearly 45% of the students enrolled in the fall of 1986 had been enrolled at the same college the previous term. (EJV)

ED 277 466 PS 016 234

Stevenson, Jim
Developing Parenting Skills through Health Visitors: Preliminary Results from an Evaluation Study.
PUB DATE- Sep 86
NOTE- 34p.; Paper presented at the Annual Conference of the British Psychological Society (Exeter, England, September 19-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Foreign Countries; *Health Personnel; *Home Visits; *Parenting Skills; Prevention; Program Effectiveness; Program Evaluation; Psychological Services; *Young Children
IDENTIFIERS- *England

Preliminary results of a study of the extent to which training health visitors in behavior modification techniques improves the effectiveness of their work with families of young children are presented. A total of 14 health visitors were recruited and assigned to training and delay-of-training groups. Selected from case loads, participating 3-year-old children were nominated by the health visitors as those likely to benefit from behavioral management intervention and those scoring high on a behavioral checklist which had been completed by their mothers. Three main comparisons were made: matched cases from trained and control group health visitors, intervention and non-intervention cases within the trained group, and all the families assessed from the caseload of trained and control health visitors. Reported findings concern (1) changes in mothers' responses on the past helpfulness of the health visitor, (2) changes in the total number of spontaneously mentioned problems, (3) changes in the Behavioural Screening Questionnaire Score, (4) mother's and father's irritability with the child, (5) fear of loss of self-control with the child, and (6) incidence of striking the child. The direction of the effects and those approaching or reaching significance all indicate greater change being associated with training. Tentative indications support the view that sleeping or eating problems are more likely to respond to health visitor intervention than more confrontational behavior problems. Four pages of references and five tables are provided. (RH)

Chi, Peter S. K.
Employment and Economic Profiles of Black Migrant Farmworkers in New York and Implications for Future Immigration Policy.
PUB DATE- Aug 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Comparative Analysis; Educational Attainment; *Employment Level; Females; Fringe Benefits; *Immigrants; Job Search Methods; Males; *Migrant Employment; Migrants; *Migrant Workers; Seasonal Laborers; Sex Differences; Socioeconomic Status; *Wages
IDENTIFIERS- *New York (Wayne County)

Employment characteristics, including employment status, history, and employment search patterns, were compared among three migrant groups--immigrants, recent migrants, and long-term migrants--from a representative sample of 218 migrant farmworkers randomly drawn in Wayne County, New York, during the summer of 1982. Results indicated that immigrants were very competitive in employment and had levels of weekly wages, annual income, and fringe benefits similar to those of native-born migrants. The same comparisons of employment and economic profiles were also made between male and female native-born migrants. It was found that female migrant farmworkers received lower weekly wages and a smaller number of fringe benefits than their male native-born counterparts. Determinants of weekly wages were analyzed in a multiple regression model. It was found that a migrant farmworker's weekly wage is primarily determined by two selected background variables--sex and migrant status--and such basic human capital variables as formal education. Another separate model indicates that employers tended to provide more fringe benefits to those recent migrants who have worked for a long period of time, are productive, and have high scores on mental health status. Impacts of potential changes in future immigration policy on native-born migrant farmworkers are discussed with reference to the findings. (Author)

ED 277 534 RC 016 067

Barker, Bruce O.
An Evaluation of Interactive Satellite Television as a Delivery System for High School Instruction.
PUB DATE- 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (10th, Dallas, TX, January 29-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Communications Satellites; Curriculum Enrichment; Delivery Systems; *Distance Education; High Schools; *Program Attitudes; Program Costs; Program Descriptions; Program Evaluation; *Rural Education; Rural Schools; *Small Schools; Student Attitudes; *Telecourses
IDENTIFIERS- Interactive Communication; *Interactive Satellite Instruction; *TI IN Network TX

An evaluative questionnaire completed by 30 high school principals and 159 high school students who used the TI-IN Network demonstrated the advantages of interactive satellite television instruction for rural and small schools. The study found that a large number of subscribers to TI-IN were small rural high schools whose principals stated that satellite courses were an integral part of their school's curriculum. Most students (85%) enrolled in one satellite course, 14% in two courses, and 1% in three different courses. Most participating students were seniors (44%), followed by juniors (25%), and sophomores (22%); 80% of the schools limited enrollment in satellite courses to "A" and "B" students. Most principals rated student/teacher interaction as excellent/very good and students reported initiating two to three telephone calls each week to television teachers during broadcasts. Students perceived satellite courses as more difficult than regular classes (65%) and 70% would prefer regular classrooms. Major strengths of interactive satellite instruction included a variety of classes available, television teacher personality, and interesting instruction. Least liked aspects included too much homework, too difficult, impersonal, and difficult telephone communication. The report describes the TI-IN Network, reviews costs of Network use, and discusses advantages of interactive satellite instruction in general. (LFL)

ED 277 548 SE 047 643

Bowler, Peter J.
Theories of Human Evolution. A Century of Debate, 1844-1944.
REPORT NO.- ISBN-0-8018-3258-6
PUB DATE- 86
NOTE- 324p.
AVAILABLE FROM- Johns Hopkins University Press, 701 West 40th St., Suite 275, Baltimore, MD 21211 ($32.50 plus $2.00 shipping; hardcover only).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Ancient History; Anthropology; Biological Influences; Biological Sciences; *Controversial Issues (Course Content); *Creationism; Ecology; *Ethology; *Evolution; Paleontology; *Philosophy; Religion; *Science History; Social Studies
IDENTIFIERS- *Darwin (Charles)

The question of human origin has always been disputed by evolution theorists. This book provides a comprehensive survey of the debates over human evolution from the time of Darwin to the 1940s. Part 1 discusses the early controversies, noting that they focused on philosophical issues rather than causes or details of the evolutionary process. A framework for the debate is outlined, considering evolution theory with race, culture and the progress of humankind. Part 2 describes various theories including the Neanderthal-Phase theory, the Presapiens theory, the Tarsioid theory, and Polytypic theories. Part 3 of the book deals with interpretations of the causes of human evolution. Arguments are presented which relate to the factors of brain expansion, upright posture and environment in the evolutionary process. Trends in human evolution are discussed, including convergence, Lamarckism, nonadaptive trends, and orthogenesis. The book ends with a review of arguments concerning Broom's (1933) question: The coming of man--was it accident or design? An extensive listing of references is provided in a bibliography and note section. (TW)

ED 277 577   SE 047 679

del Regato, John C.; And Others
Mathematics Pentathlon. A Manual of Directions and Official Tournament Rules. Division II. Grades 2-3.
Pentathlon Inst., Indianapolis, IN.
SPONS. AGENCY- Phi Delta Kappa, Bloomington, Ind.
PUB DATE- 86
NOTE- 59p.
AVAILABLE FROM- Pentathlon Institute, P.O. Box 20590 Indianapolis, IN 46220 ($7.00 plus $2.16 shipping charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; *Educational Games; *Elementary School Mathematics; Geometric Concepts; Grade 2; Grade 3; Manipulative Materials; *Mathematical Enrichment; *Mathematics Instruction; Number Concepts; Primary Education; *Problem Solving
IDENTIFIERS- *Mathematics Pentathlon

The Mathematics Pentathlon is a tournament of mathematics games held each spring since 1979 to promote the development of mathematical concepts and skills while fostering interaction among the educational community. There are five games in each of four divisions, for grades K-1, 2-3, 4-5, and 6-7. The focus is on active problem solving and critical thinking skills for children at different ability levels. This manual for grades 2-3 first discusses problem solving, educational community involvement, the range of academic performance, and the use of physical models. Then each game is described, with mathematical content, materials, time, goals, starting procedures, game rules, and tournament rules stated, plus a reproduction of the gameboard. The games for this level are Fiar, Sum Dominoes and Dice, Ramrod, Par 55, and Kwatro-Sinko. (MNS)

ED 277 253 FL 016 225

Quinn, T. J.; Trounce, M.
Some Aspects of Australian Experience with Language Awareness Courses.
PUB DATE- 85
NOTE- 12p.; In: Donmall, B. G., Ed. Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6; see FL 016 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Comparative Education; Cultural Awareness; *Educational Objectives; Foreign Countries; *Interdisciplinary Approach; *Introductory Courses; Language Planning; *Language Role; *Linguistics; Modern Language Curriculum; Secondary Education; Second Language Instruction
IDENTIFIERS- *Australia; Great Britain; *Language Awareness

A comparison of British and Australian experiences with language awareness curricula and the contexts in which they have been offered led to three conclusions: (1) language awareness courses are not a panacea for the problems of the second language teaching profession, and should not be designed both to contribute to the success of the foreign language curriculum and as a curriculum component in its own right; (2) whichever of the two orientations is chosen, integration with other curriculum areas will be both difficult and effective; and (3) language awareness courses may be more appropriate at the upper than the lower secondary level. (MSE)

ED 277 369 IR 051 710

Little, Paul L.
Gifts, Donations and Special Collections for Libraries.
PUB DATE- Aug 86
NOTE- 10p.
AVAILABLE FROM- Little Limited, PO Box 12071, Oklahoma City, OK 73157 ($4.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Donors; Financial Support; Fund Raising; *Library Acquisition; *Library Collection Development; *Library Collections; Library Planning; Library Research; Public Libraries; Public Relations; User Needs (Information); Worksheets

This report considers the issues of gifts, donations, collection development, long-range planning, and budget constraints which arose as a consequence of a collection development study undertaken for a public library system serving a population in excess of 200,000. Gifts to the general collection are distinguished from gifts to special collections; special collections are defined; criteria for donations of earmarked funds or special collections of materials are enumerated; situations in which gifts would serve a public relations function are considered; and means of determining areas of need that should be addressed by special collections are discussed. A Special Collection Proposal Form containing guidelines for evaluating a proposed special collection is appended. (KM)

ED 277 424 JC 870 041

Cochise College Fact Book: 1985-1986. Volume 2.
Cochise Col[illegible] Douglas, Ariz.
PUB DATE- 1[illegible]86
NOTE- 42p[illegible]ssary contains small print.
LANGUAGE- [illegible]ish
EDRS Pri[illegible] - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Average Daily Attendance; College Faculty; *Community Colleges; Educational Trends; *Enrollment Trends; *Institutional Characteristics; School Demography; School Personnel; School Statistics; *Student Characteristics; Two Year Colleges; *Two Year College Students

Designed for the use of faculty and staff in making planning and management decisions, this fact book presents data on Cochise College for the years 1982 through 1986. Data tables are presented showing 4-year trends related to the following: (1) 45th day enrollments in fall and spring semesters; (2) 45th day full-time student equivalent (FTSE) enrollments; (3) day and extended day, full-/part-time, and male/female enrollments; enrollments by student status (i.e., new to higher education, transfers, continuing, and returning); and enrollment of veterans, active military personnel, and military dependents; (4) FTSE from short-term vocational/technical courses; (5) vocational and non-vocational FTSE; (6) summer session enrollments; (7) enrollment by curriculum intent; (8) degrees and certificates awarded; (9) cumulative number of 45th day students enrolled for credit courses; (10) total number of students enrolled for credit and non-credit courses; (11) student age distribution and ethnic background; (12) age and ethnic distribution within Cochise County; (13) day student residency; (14) comparative information for county residents and students; (15) international student enrollments; (16) Cochise County students who graduated from county high schools the previous spring; (17) enrollments by number of credit hours; (18) average class size by subject; (19) personnel information, including student/teacher ratios; (20) college general fund information; and (21) student financial aid. A glossary of terms and data categories is provided. (LAL)

ED 277 481 PS 016 261

Lewin, Philip
Reflective Abstraction and Representation.

PUB DATE- May 86
NOTE- 20p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Psychology; Dance; *Egocentrism; *Learning; Literature; Models; *Piagetian Theory; Theories
IDENTIFIERS- Alpha Behavior (Piaget); Constructivism; *Equilibrium (Piaget); Higher Order Learning; *Reflective Abstraction

Piaget's theory of reflective abstraction can supplement cognitive science models of representation by specifying both the act of construction and the component steps through which knowers pass as they acquire knowledge. But, while approaches suggested by cognitive science supplement Piaget by awakening researchers to the role of auxiliary factors in cognition, such as memory space, exemplars, and task environment, they also may leave the incorrect impression that such auxiliaries alone are the essence of cognition. From a constructivist perspective, the concepts of equilibration and reflective abstraction fill a fundamental gap in computational models, for they describe what happens at the moment of understanding. Further, Piaget's concept of "alpha-behavior," which is entirely absent from cognitive science models of cognition, provides a way of comprehending instances in which individuals consciously declare a new competence that is belied by their performance. Including discussions of affective schemas, the role of exemplars, and how and why representational schemas can contain both procedural and declarative aspects, this discussion is developed in reference to two learning contexts: one taken from a study in which students were asked to think like Achilleus in Homer's "The Iliad," and the other from a study of how dancers learn new movement. (RH)

ED 277 521 RC 016 049

Ames, Michael M.
Indians as Resources: The Changing Relationship between Indians and Anthropologists.
PUB DATE- 86
NOTE- 5p.; Paper presented to the Faculty of Environmental Design (Alberta, CN, October 9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *American Indian Culture; *American Indians; *Anthropology; Art Products; *Canada Natives; Cultural Background; Cultural Images; Fine Arts; Foreign Countries; Human Resources; *Museums; *Self Determination; Tribes; Visual Arts
IDENTIFIERS- Canada; Intellectuals

Traditional academic or curatorial associations with North American Indians--treating them as informants, subjects, students, or specimens--is no longer sufficient because these associations imply unequal relations with anthropologists and curators in the superior position. Indians now want, expect, and demand equality; and new relationships are therefore evolving between Indians and anthropologists and museums. One obvious development is the resource bank relationship in which anthropologists and museums become resource centers for Indians. One British Columbia museum, for example, devotes a major portion of its research resources to the documentation of contemporary Indian ceremonials, makes results available to Indian families, and loans ceremonial objects for use at potlatches. Other museums co-sponsor programs and exhibitions with Indian organizations. During the past 10 years many Indian communities have opened their own museums and cultural centers. Non-native museums are beginning to exhibit Indian work as fine art on a par with the other fine art of the world and to exhibit contemporary Indian art in the same way as contemporary white art. These changes introduce many questions and problems for anthropologists and museums. As Indian intellectuals regain control over their own images and destinies, they will claim as well the right to provide the answers and solutions. (JHZ)

ED 277 207 EC 191 714

McClelland, Robert A.; Hirata, Glenn T.
Assessment and Improvement of Related Services (AIRS) Project. Final Report.
Hawaii State Dept. of Education, Honolulu.; Hawaii Univ., Honolulu. Research Corp.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 86

NOTE- 240p.
CONTRACT- G0084C3513
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Evaluation Methods; Labor Turnover; Occupational Therapy; Physical Therapy; *Program Evaluation; *Pupil Personnel Services; *Pupil Personnel Workers; Speech Therapy; Statistics
IDENTIFIERS- *Hawaii

The document presents the final report of the Assessment and Improvement of Related Services (AIRS) Project, an effort to assess the impact and effectiveness of special education related services in Hawaii. Each of the four project objectives focused on accomplishment of one of the evaluation types specified in the Context-Input-Process-Product (CIPP) model. Among seven areas of investigation were: (1) statistics on turnovers and vacancies in related service professional positions in Hawaii; (2) perspectives of administrators on related services; (3) perspectives of therapists who had left their positions; (4) and the extent to which speech/language therapy, occupational therapy, and physical therapy were provided as related services. Among findings were that a high rate of turnover and job vacancies exists; that problems exist in implementing guidelines and/or eligibility criteria; and that consultation was perceived to be an appropriate service delivery model. In addition, chapters provide information on: the historical background of the AIRS Project; statistics on position vacancies, speech/language therapy, occupational therapy, and physical therapy; the AIRS Futures Conference; views of administrators, service providers, and special education teachers; and an evaluation of the DISTAR language program. Among eight appendixes are interview and questionnaire forms used in the study.

ED 277 222 FL 016 151

Roulet, Eddy
Echanges, interventions et actes de langage dans la structure de la conversation (Exchanges, Interventions, and Speech Acts in the Structure of Conversation).
PUB DATE- 82
NOTE- 26p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Connected Discourse; Dialogs (Language); *Discourse Analysis; *Interaction; *Interpersonal Communication; Language Patterns; Language Research; Language Usage; Linguistic Theory; Models; Oral Language; Pragmatics; *Research Methodology; *Speech Acts; Spontaneous Behavior; Vertical Organization
IDENTIFIERS- *Spontaneous Speech

Early speech-act theorists studied isolated speech acts, often in terms of single sentences invented by the investigator, an approach that had obvious limitations. It is now known that speech acts ought to be investigated by looking at utterances in their full interactional context. A hierarchical model of the structure of conversation that is sensitive to interactional parameters in real-life dialogue accomplishes this. It distinguishes three types of illocutionary functions: initiating, initiating and reactive at the same time, and reactive. The first of these is the one that orders or sets the exchange. The third type allows the exchange to be closed or completed. In the model, the interaction of the three types of functions within an exchange is characterized by their subordinate and coordinate relationships. This permits description of the constituent parts of the speech act and their roles in the regulation of the interaction. (MSE)

ED 277 269 FL 016 321

Test de rendement, francais 9e annee. Partie A: Composition et Partie B: Lecture--Livret de questions et Livret de textes (Proficiency Test, 9th Year French. Part A: Composition and Part B: Reading--Book of Questions and Book of Texts.)
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 86
NOTE- 48p.
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advanced Courses; *French; Integrated Activities;

*Language Proficiency; *Language Tests; Multiple Choice Tests; Poetry; Prose; *Reading Comprehension; Reading Tests; Second Language Instruction; Writing (Composition); *Writing Evaluation; Writing Skills

This proficiency exam for ninth-year French is comprised of a composition test and a reading comprehension test. The composition test consists of general instructions, the description of a subject about which the student is to write a narrative, and space for organizing, drafting, and writing a final copy of the composition. The reading comprehension test consists of two booklets, one containing eight brief texts in prose and verse and the other containing 65 multiple-choice comprehension questions concerning the texts. (MSE)

Dunstan, Peter
Identifying and Researching Market Opportunities for New High Technology Products.
PUB DATE- 13 May 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Market Research Society of Australia (Sydney, Australia, May 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Manufacturing Industry; *Marketing; Metal Industry; *Research and Development Centers; Scientists; *Technological Advancement; *Technology Transfer
IDENTIFIERS- *Commonwealth Scientific Ind Res Org (Australia)

Using a product called the synchro-pulse welder as a case study example, this paper discusses the activities of CSIRO (Commonwealth Scientific and Industrial Research Organisation) in identifying and marketing new high-technology products. A general discussion of CSIRO's market research plans includes two goals to be attained within the next 5 years--concentration on fewer but larger programs, and the development of more systematic methods for evaluating projects. A detailed description and analysis of the welding machine includes its initial inception, its advantages, and how its integration into the metal fabrication industry has contributed to the efficiency and competitiveness of other manufacturing products, e.g., a high-speed vision processor for robot systems, a software system for car manufacturers, a unit that checks the conditions of railway lines at high speed, a more efficient process for making structural quality timber from small logs, and a method for measuring the ash content of coal. Two important preconditions for the identification and exploitation of CSIRO's market opportunities for high-technology products are discussed in detail--a high level of communication between marketing experts and scientific experts, and strong and continuing interaction between industry and CSIRO. The paper concludes with a description of the roles of industry (Welding Industries of Australia) and CSIRO's commercial agent (Sirotech Ltd.) in the identification and researching of market opportunities for the synchro-pulse welder, which is used as an example of the importance of carrying out scientific research and market research in tandem to ensure the technology transfer that will enable Australia to compete in world markets. (DJR)

ED 277 562 SE 047 657

Engleson, David C.
Recent Wisconsin Initiatives in Environmental Education.
PUB DATE- 86
NOTE- 12p.; Paper presented at the Annual Meeting of the North American Association for Environmental Education (15th, Eugene, OR, September 16, 1986). For the curriculum guide, see ED 264 134.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservation (Environment); Ecology; Elementary Secondary Education; Energy Education; *Environmental Education; Minimum Competencies; Natural Resources; *Preservice Teacher Education; State Curriculum Guides; State Departments of Education; State Legislation; State Programs; State School District Relationship; *State Standards; *Teacher Certification; Teacher Qualifications
IDENTIFIERS- Environmental Education Programs; *Wisconsin

Wisconsin was one of the first states to establish statutory requirements for teaching about natural resources and conservation. This paper describes some recent developments and initiatives that have been undertaken in Wisconsin since 1980. A new teacher certification rule was officially promulgated in October 1983, and went into effect on July 1, 1985. It requires that candidates seeking teacher certification in the areas of early childhood, elementary, agriculture, science, and social studies education be able to demonstrate competency in four areas of content (natural resources conservation, energy, ecological principles, and people-environment interactions) and also in three areas of methodology. A Guide to Curriculum Planning Environmental Education was published in 1986, and offers a rationale for environmental education. The guide includes the philosophy, goals, and objectives of environmental education, and identifies the kinds of objectives appropriate for different grade levels. It is intended that this guide will be used by schools in meeting a new school district standard, requiring a curriculum plan for environmental education, which goes into effect in 1988-89. New standards for teachers of high school environmental studies are also discussed. (TW)

ED 277 578 SE 047 680

del Regato, John C.; And Others
Mathematics Pentathlon. A Manual of Directions and Official Tournament Rules. Division III. Grades 4-5.
Pentathlon Inst., Indianapolis, IN.

SPONS. AGENCY- Phi Delta Kappa, Bloomington, Ind.
PUB DATE- 86
NOTE- 71p.
AVAILABLE FROM- Pentathlon Institute, P.O. Box 20590, Indianapolis, IN 46220 ($7.00 plus $2.16 shipping charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; *Educational Games; *Elementary School Mathematics; Geometric Concepts; Grade 4; Grade 5; Intermediate Grades; Manipulative Materials; *Mathematical Enrichment; *Mathematics Instruction; Number Concepts; *Problem Solving
IDENTIFIERS- *Mathematics Pentathlon

The Mathematics Pentathlon is a tournament of mathematics games held each spring since 1979 to promote the development of mathematical concepts and skills while fostering interaction among the educational community. There are five games in each of four divisions, for grades K-1, 2-3, 4-5, and 6-7. The focus is on active problem solving and critical thinking skills for children at different ability levels. This manual for grades 4-5 first discusses problem solving, educational community involvement, the range of academic performance, and the use of physical models. Then each game is described, with mathematical content, materials, time, goals, starting procedures, game rules, and tournament rules stated, plus a reproduction of the gameboard. The games for this level are Contig 60, Juggle, Stars and Bars, Queen's Guard, and Fab. (MNS)

ED 277 594 SE 047 703

Rathmell, Edward C.
The Final Report of the Cooperative Grinnell-Newburg Community School District and University of Northern Iowa Mathematics Project.
Grinnell-Newburg Community School District, Iowa.; University of Northern Iowa, Cedar Falls.
PUB DATE- Oct 86
NOTE- 44p.; An Iowa Title II Education for Economic Security Act of 1984.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Developmental Programs; Educational Planning; Educational Research; Elementary Education; *Elementary School Mathematics; *Inservice Teacher Education; Mathematical Models; *Mathematics Instruction; Observation; Questioning Techniques; Research Reports; *Teacher Effectiveness; *Teaching Methods; *Time Factors (Learning)
IDENTIFIERS- Iowa; *Mathematics Education Research

This project was designed to study the effects of an inservice model on the quantity and quality of developmental mathematics instruction provided by participating teachers. Participants were seven teachers of students in grades from 2 to 6 who had volunteered for the project after being selected as potential lead teachers in mathematics. The inservice consisted of teacher observations, group inservice on effective teaching, individual planning and recommendations for becoming more effective, demonstration teaching, and more observations together with feedback and discussion. The results indicate that these seven elementary teachers increased the quantity of their developmental instruction to about half of their class period, from about 11 minutes each day to about 20 minutes each day. The inservice model also had a positive effect on the quality of the developmental instruction provided: teachers attended to more details related to instruction, used models more often, and used process questions to assess student understanding more effectively. As an inservice model, the one used in this project has the potential of effectively changing the behavior of teachers and improving instruction. Appendices contain samples of postobservation feedback for grades 4 and 6, papers on teaching mathematics concepts and algorithms, and an administrator/teacher feedback questionnaire. (Author/MNS)

ED 277 239 FL 016 168

Loman, Bengt
Reports on Swedish Projects Relevant to the Study of Impromptu Speech: Talsyntax.
PUB DATE- 82
NOTE- 9p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Data Collection; Discourse Analysis; Foreign Countries; Language Research; *Language Variation; Native Speakers; *Oral Language; Program Administration; *Program Design; *Research Methodology; Research Projects; Speech Acts; Spontaneous Behavior; Standard Spoken Usage; Structural Analysis (Linguistics); *Swedish; Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Spontaneous Speech; Sweden

The project Talsyntax (Syntax of Spoken Swedish), part of a large-scale study of modern Swedish language usage, examined the general characteristics and peculiarities of spoken Swedish. Three important aspects of the study are data collection, methodological results, and empirical results. The data collection effort has produced an archive of representative samples of spoken Swedish, with special attention given to social, regional, and situational variations. Most of the tape-recorded material has been transcribed, grammatically analyzed, and made available to researchers. Important methodological aspects of the study involved computer processing of the data collected, segmentation, and the development of methods for collecting and classifying the material according to nonlinguistic categories such as informant type and situation. The study's empirical results are many, but a general observation is that spoken Swedish is surprisingly homogeneous in the areas studied and more rule-governed than anticipated. (MSE)

ED 277 285 HE 019 421

Steinbach, Sheldon Elliot

AIDS on Campus: Emerging Issues for College and University Administrators.

American Council on Education, Washington, D.C.
PUB DATE- Dec 85
NOTE- 21p.
AVAILABLE FROM- American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036-1193.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; *College Students; *Court Litigation; Decision Making; Disease Control; *Diseases; Federal Legislation; *Health Education; Higher Education; Information Sources; *Legal Responsibility; Patient Education; Policy Formation; *School Personnel
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

Legal information concerning Acquired Immune Deficiency Syndrome (AIDS) that college presidents may find helpful in establishing policies and procedures is provided in a paper by the general counsel of the American Council on Education. Sources of medical information, including the American College Health Association, hotlines, and federal publications, are also identified. Three procedural suggestions for developing a campus response to AIDS are considered: designating a high-level campus committee, developing a campus-wide educational program on AIDS, and creating a flexible policy for the college. The paper focuses on potential issues posed by students or employees who have, or are thought to have, AIDS or AIDS-Related Complex. Many of the same issues are posed by students/employees whose blood contains antibodies to the AIDS virus. While mandatory testing for the AIDS antibody is not recommended, the following steps are suggested: regular monitoring of the victim's medical condition, counseling the victim on the disease and its transmission, and insulating other persons on campus from close contacts with the victim (e.g., sharing a room, serving food). Attention is directed to considerations from the standpoints of potential tort liability and laws protecting students (e.g, the Rehabilitation Act of 1973). (SW)

Atwell, Robert H.
Competition and the Commonweal.
American Council on Education, Washington, D.C.
PUB DATE- 7 Oct 86
NOTE- 11p.; Remarks delivered at the Annual Meeting of the American Council on Education (San Francisco, CA, October 7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Instruction; *College Role; *Competition; *Cooperation; *Educational Objectives; Federal Aid; High Achievement; *Higher Education; *Institutional Mission; Private Colleges; Research Universities; State Aid; State Colleges
IDENTIFIERS- *American Council on Education

The tension between competition and cooperation within the various sectors of higher education are considered by the president of the American Council on Education. In American society, the tension is between the pursuit of individual goals and commitment to the collective good. In higher education, competition for high achieving, traditional-age students is expensive and may cut into academic quality or the ability of the college to attract and aid the neediest students. Rather than multiple models of excellence that reflect pluralistic educational goals, many four-year colleges have embraced a single model of excellence, that of the research university. The single model of excellence promotes conflict among institutions, particularly in the public sector where the regional state universities try to emulate the flagship institutions in the hope of improving their share of state funding. Additional concerns are: the assumption that good universities offer big-time athletics; increased tension between public and private institutions; competition to obtain federal appropriations; and the fact that most leaders are white males who have emerged from the faculty ranks. The need for member institutions of the American Council on Education to renew commitment to collaboration is discussed. (SW)

ED 277 327 HE 019 949

Residence and Migration of College Students, Fall 1984.
Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-86-326B
PUB DATE- Dec 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Foreign Students; Full Time Students; Higher Education; *In State Students; Migration; National Surveys; *Out of State Students; Part Time Students; *Place of Residence; Private Colleges; State Colleges; *Student Mobility
IDENTIFIERS- *Higher Education General Information Survey

Results of the Residence and Migration Survey of college students for fall 1984 are summarized, based on the annual Higher Education General Information Survey (HEGIS). Data were reported by 2,883 of the 3,331 accredited institutions in the HEGIS universe. Attention was focused on: where state residents attend college, student in-migration from other states, students migrating from foreign countries, and net migration of students by state. Data include the number of first-time students enrolled in HEGIS institutions by state of residence, attendance in state or out of state, and institutional control (public/private); and the number of first-time students from foreign countries, by full-time or part-time attendance status, institutional control, and state of college attended. It was found that about 86% of first- time students attended college in their "home" state, and 14% went out of state. Texas and North Carolina led all states in the proportion of student residents who remained in their home state to attend college, followed by Arizona and California. (SW)

ED 277 341 IR 012 424

Bacsich, Paul D.; Castro, Angela S.
A Hitch-Hiker's Guide to the World of Videotex.
Australian Open Learning Information Network, Victoria.

PUB DATE- 86
NOTE- 17p.; Paper presented at the Seminar on the Future of Videotex in Tertiary Education (Sydney, Australia, July 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Distance Education; Elementary Education; Foreign Countries; Global Approach; Government Role; Higher Education; Information Networks; Information Services; *International Cooperation; Open Universities; Social Desirability; *Technological Advancement; *Videotex
IDENTIFIERS- Australia; Austria; Canada; France; Germany; Japan; New Zealand; United Kingdom; United States

Pointing out that the term "videotex" is a general term covering three types of videotex systems, i.e., teletext, viewdata, and cable text, this paper briefly describes such systems and notes that their future depends on social acceptance and permeation as well as government regulations. The difficulties for international videotex networking caused by protocol conversions, politics, packet network delays, and charging difficulties are noted. The report then focuses on videotex activities around the world, including Japan, the United States, Canada, France, Germany, Austria, the United Kingdom, New Zealand, and Australia. The role of videotex in each country's educational system and factors affecting its feasibility are discussed, and examples of its usage are provided. Telesoftware is also discussed, and the paper concludes by forecasting trends and future developments. (DJR)

ED 277 370 IR 051 711

Information Systems for Urban and Regional Planning: Asian and Pacific Perspectives.

United Nations Centre for Regional Development, Nagoya (Japan).

PUB DATE- 86

NOTE- 536p.; Papers produced for a research project sponsored by the United Nations Centre for Regional Development (UNCRD) and presented at an international seminar jointly organized and sponsored by UNCRD and the Kawasaki City Government (Kawasaki City, Japan, October 3-6, 1984). Some charts contain small print.

AVAILABLE FROM- United Nations Centre for Regional Development, Nagono 1-47-1, Nakamura-ku, Nagoya 450, Japan ($20.00 for developed countries; $15.00 for developing countries).

LANGUAGE- English

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Data Collection; *Developing Nations; Foreign Countries; Government (Administrative Body); Information Technology; Long Range Planning; *Management Information Systems; Metropolitan Areas; Public Administration; *Regional Planning; Statistics; Technological Advancement; Transportation; *Urban Planning

IDENTIFIERS- *Asia Pacific Region

These papers produced for a research project and seminar discuss from different conceptual, methodological, and practical perspectives the use of information systems to help improve the urban and regional planning process in developing countries, particularly in Asia and the Pacific. The 15 papers are: (1) "Assessing the Context for Information Systems for Urban and Regional Planning in Developing Countries" (Hidehiko Sazanami); (2) "Information Systems for Urban and Regional Planning: A State of the Art Review" (J. S. Edralin); (3) "Urban and Regional Statistics in Developing Countries" (Peter Nijkamp); (4) "Communication on the 1981 Pacific Islands Pilot Project on Environmental Statistics and the Fiji Field Test and Integrated Area Development and Communication and Information Systems" (Luciano Minerbi); (5) "Information Systems in Urban and Regional Planning" (Christian P. Averous); (6) "Application of Information Systems in Public Administration" (Itoko Suzuki); (7) "Information Technologies in Government: Organizational and Management Issues" (David Moskovitz and David Mammen); (8) "Monitoring and Evaluation of Local and Regional Planning in Developing Countries, with Particular Reference to Metropolitan Regions" (Ian Masser); (9) "The Capital Programming Process and Its Implementation" (Larry Reich); (10) "Urban Transportation Planning Information Systems for Use in Developing Countries" (Marvin Manheim and Joseph L. Schofer); (11) "Information System for Planning in Malaysia: The Case of KEVIS in Kelang Valley" (Johari bin Mat); (12) "Information System for Regional and Local Development Planning in the Metropolitan Manila Commission" (Elena M. Panganiban); (13) "Information System for Planning in Seoul Metropolitan Region" (An-Jae Kim); (14) "Information Systems for Planning in Bangkok Metropolitan Area" (Kiat Chivakul); and (15) "Critical Perspectives on Information Systems for Urban and Regional Planning" (J. S. Edralin). Numerous graphic illustrations and tables are included, and a list of contributors, including addresses, is appended. (KM)

ED 277 384 IR 051 725

Astle, Deana; And Others
University of Missouri-Columbia. Preservation Planning Program Study Report. Final Report.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Oct 86
NOTE- 69p.; For other reports in this series, see ED 267 808-809, ED 274 372-374, ED 275 339, and IR 051 724-726.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave. NW, Washington, DC 20036 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Emergency Programs; *Facility Planning; Financial Needs; Financial Support; Higher Education; *Library Cooperation; *Library Materials; *Library Planning; Long Range Planning; Position Papers; *Preservation; Research Methodology; Self Evaluation (Groups)
IDENTIFIERS- Book Restoration; *University of Missouri Columbia

The result of studies of the University of Missouri-Columbia Libraries conducted by four preservation task forces, this report indicates that the system's collection is in serious danger. A listing of task force members is provided, and the following preservation concerns are discussed: (1) Physical Condition of the Collections; (2) Environmental Conditions; (3) Processing/Handling/Storage; (4) Disaster Planning; (5) Staff and User Education; (6) Organization for Preservation; (7) Resources for Preservation and Cooperative Ventures; (8) Funding; and (9) Implementation. Recommendations developed as a direct outgrowth of task force findings center around the following themes: retarding the physical deterioration of the collection; improving the environmental conditions under which the collection is housed; using conservationally sound procedures and supplies for handling, processing, and storage of materials; creating an effective organization for preservation activities in the libraries; exploring possible cooperative ventures for preservation activities; staff and user education; using existing resources in the state for grants and other help with preservation; and updating the disaster plan. Additional data are provided in two appendices: Temperature/Relative Humidity Graphs of Selected Environments, and Processing/Handling/Storage Detailed Recommendations. Statistical data are presented in five figures. (KM)

ED 277 397   IR 051 740

Wood, Richard J.; And Others
Faculty Survey about Online Services.
PUB DATE- 86
NOTE- 25p.; For a preliminary study, see ED 266 780.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Academic Rank (Professional); *Correlation; *Faculty; Higher Education; Hypothesis Testing; *Information Retrieval; *Librarians; Library Services; *Online Searching; *Reference Services; Surveys
IDENTIFIERS- Edinboro State College PA; Faculty Status; Robert Morris College PA; Slippery Rock University PA

A survey of 317 faculty members at three institutions of higher education in western Pennsylvania was conducted to determine how online reference services and library automation affect the attitude of faculty toward several variables: (1) centralization or decentralization of online reference services; (2) willingness to learn to use and pay for the services; and (3) attitude toward faculty status for librarians. The responses received from 202 faculty members (a 64% return) were analyzed using the Statistical Packages for the Social Sciences (SPSS-X). It was found that faculty favor decentralization of online search services and expect their institutions to provide the hardware, access, and operating expenses. However, a large percentage of faculty also favor centralized online services performed by librarians and realize the importance of having the library and librarians perform these services first or as the core service. Faculty favor faculty status and rank for academic librarians and feel that online services enhance that status. It is concluded that librarians can expect the continued use of library online services whether or not the services are decentralized. Notes are provided, and the survey questionnaire, cover letter, and statistical results are presented in 2 tables and 11 appendices. (KM)

ED 277 411 JC 870 025

Puyear, Don
The Effect of a Reduction in Tuition on Enrollment, Fall 1986. Volume I: Summary and Report and Volume II: Appendices.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- Jan 87
NOTE- 652p.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Community Colleges; Comparative Analysis; Educational Finance; Enrollment; *Enrollment Influences; *Enrollment Trends; Questionnaires; State Surveys; *Student Costs; Trend Analysis; *Tuition; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Virginia

A study was conducted to determine the effect of the tuition reduction from $17.75 per quarter credit hour in 1985-86 to $17.00 per quarter credit hour for the 1986-87 academic year on enrollment in the Virginia Community College System during fall, 1986. The study involved a written survey of over 10,000 in-state students; the examination of actual fall quarter in-state enrollments from 1981 to 1985 in comparison with 1986; and interviews with selected students, faculty and employers. Study findings included the following: (1) in fall 1986, enrollment in the Virginia community colleges increased by 7.53%, while community college enrollment across the nation increased by only 2.5% and four-year college enrollment in Virginia increased by 1.3%; (2) about 15% of the student respondents said that the tuition reduction affected their decision to attend the community college; (3) over 8% reported that a higher tuition rate, which would have resulted if a special state appropriation had not been made, would have kept them from attending college at all; and (4) over 33% of all students reported receiving some sort of financial aid. Based on study findings, it was concluded that the tuition reduction had made an important contribution to the enrollment increase. Extensive appendices include the survey instrument, and survey results and enrollment analyses for the system as a whole and by campus. (LAL)

ED 277 439 JC 870 067

Long-Range Master Plan, 1986-1989. Black Hawk College, East Campus.
Black Hawk Coll. Kewanee, IL. East Campus.
PUB DATE- Sep 86
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *College Role; Community Colleges; Educational Objectives; Enrollment; *Institutional Characteristics; *Institutional Mission; *Long Range Planning; Master Plans; Program Effectiveness; School Business Relationship; Student Characteristics; Two Year Colleges

This 3-year strategic long-range master plan states the intended direction of Black Hawk College-East Campus (BHC) in Illinois for October 1986 to October 1989. The report begins with a series of graphs offering various service area comparisons between rural Illinois residents and BHE students; enrollment data; and student demographics. Next, the report provides an overview of the philosophy, purpose, and direction of the campus; highlighting its planning process, mission, and process and environment for planning. This section includes background information on economic trends, service area demographics, and industry/community needs. After BHC's planning assumptions are presented, the current institutional mission is specified, indicating that BHC is committed to a broad educational mission that includes instructional programs and related services which are student oriented, excellent in quality, and easily accessible. Next the operational goals and objectives of the campus are set forth, which include supporting existing quality services and programs, developing new and existing instructional delivery systems, and establishing competencies for all vocational programs. Finally, a more detailed statement of the Long-Range Master Plan presents specific objectives, identifying the personnel/positions responsible and time frame for each. (Author/EJV)

ED 277 453 PS 016 191

Vila, Ignasi; Zanon, Javier

Learning to Regulate Joint Action.
PUB DATE- Sep 86
NOTE- 15p.; Paper presented at the Annual Conference of the British Psychological Society (Exeter, England, September 19-22, 1986). For a related study, see PS 016 192.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Communication Skills; Foreign Countries; *Infant Behavior; *Infants; Interpersonal Relationship; *Parent Child Relationship
IDENTIFIERS- Joint Action; *Spain

Reported are implications of the genesis and development of joint action between Spanish adults and their infants for early first language acquisition. Focusing on the naturally occurring context of the "give and take" game format, this investigation discloses the role of the interaction pattern in the language acquisition process, including the beginning and development of query techniques, the linguistic and conceptual elaboration of terms associated with first actions, and the use of the first deictic terms. Observations support the view that very early in life infants find themselves involved in highly ranked joint action routines, the progressive mastery of which represents true "pragmatic learning." The practice of activities such as the "give and take game" allows the infant to dominate the course of action, thereby regulating its activity with an adult through the use of a vast set of communicative procedures. Over time, these procedures are generalized across similar situations, becoming "regulatory categories." In joint action the child elaborates notions, such as agent, action, receiver, place, possession, etc., and establishes many distinctions about its physical environment. Such distinctions are usually linguistically marked in the adult's language and provide easy access to grammatical specifications marking semantic relations. Once fundamental rules are mastered, specific joint action formats are expanded across a vast number of situations, thereby allowing greater linguistic complexity. (RH)

ED 277 467 PS 016 235

Serving the Nation's Children and Families.
Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- 85
NOTE- 19p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; Child Neglect; *Children; Child Welfare; *Family (Sociological Unit); Family Problems; Foster Care; Homeless People; Individual Needs; Program Descriptions; Program Improvement; Runaways; *Social Services
IDENTIFIERS- *Administration for Children Youth and Families; Child Development Associate; Childrens Bureau; Family and Youth Services Bureau; Permanency Planning (Foster Care); Project Head Start

This brochure describes activities of the three bureaus of the Administration for Children, Youth, and Families (ACYF). The Children's Bureau of ACYF helps state, local, public and private agencies, and associations of agencies develop programs to assist families with problems which affect their children. Activities of the Children's Bureau focus on (1) finding permanent homes for children in the foster care system; (2) helping families deal with the problems of child abuse and neglect; (3) improving state and local child welfare services; and (4) strengthening troubled families and helping them stay together. The Head Start Bureau administers Project Head Start at the national level. The Family and Youth Services Bureau (FYSB) implements activities designed to strengthen families and meet the needs of at-risk youth. In addition, the FYSB administers the Runaway and Homeless Youth Act as reauthorized under P.L. 98-473, Sections 650-657. The Bureau's family activities aim to stimulate private sector response in developing innovative family support systems and increase public awareness by providing information on techniques of positive family functioning. The FYSB also develops areas of research, demonstration, and evaluation, and recommends actions to address critical problems, increase public awareness, and maximize utilization of project outcomes. (RH)

ED 277 508 RC 016 033

Johns, Jennifer S.

Title IV-A Indian Education Program Evaluation, 1984-85.

Albuquerque Public Schools, N. Mex.
PUB DATE- Sep 85
NOTE- 27p.; For the 1983-84 report, see RC 016 032; for the 1985-86 report, see RC 016 066.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *American Indian Education; American Indians; Cognitive Processes; Elementary Secondary Education; Extracurricular Activities; Program Descriptions; Program Effectiveness; *Program Evaluation; *Remedial Instruction; Self Esteem; Student Attitudes; Tribes; *Tutorial Programs; *Urban American Indians
IDENTIFIERS- Comprehensive Tests of Basic Skills; Indian Education Act 1972 Title IV; Navajo (Nation); *New Mexico (Albuquerque); Pueblo (People)

The Title IV-A Indian Education Program in Albuquerque, New Mexico, public schools met program objectives despite funding decreases, personnel cuts, and increased requests for remedial tutoring. Two tutors, a volunteer, and a counselor tutored 35 middle and high school students from the Navajo community of Canoncito to improve/maintain academic performance as measured by subject grades and teacher ratings of student progress. Although only 36% of grades remained the same/improved, teachers reported that 58% to 89% of the students improved in school-related skills. Four tutors and a counselor tutored 78 middle and high school students from Isleta Pueblo to improve academic performance. Fifty-five percent of tutored students' grades remained at passing level/improved. Teachers indicated 79% to 96% of the students made progress in school-related skills, attitudes, and behaviors. In the urban component, 49 tutors and support staff provided services to 735 grade K-12 students. Program objectives included improved academic performance and school-related skills as measured by Comprehensive Tests of Basic Skills subtests, grades, and teacher ratings of student progress. Elementary students met objectives in eight of the nine areas evaluated; high school students met objectives in six of the nine areas. The report includes recommendations for program improvement. Seven tables further describe program results. (LFL)

ED 277 535 RC 016 068

Berstecher, D., Ed.; And Others
Education and Rural Development: Issues for Planning and Research. Report on an IIEP Research Project.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
SPONS. AGENCY- German Foundation for International Development, Bonn (West Germany).; United Nations Children's Fund, New York, N.Y.; World Bank, Washington, D. C.
REPORT NO.- ISBN-92-803-1123-9
PUB DATE- 85
NOTE- 227p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Case Studies; *Developing Nations; Developmental Programs; Educational Development; Educational Objectives; *Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; Literacy Education; Nonformal Education; *Research Needs; *Role of Education; Rural Areas; *Rural Development; School Effectiveness
IDENTIFIERS- Bangladesh; Ethiopia; *Impact Evaluation; India

This book is the final outcome of a research project begun in 1981 by the International Institute for Educational Planning under the title, "Planning and Management of Formal and Nonformal Education within Integrated Rural Development Projects." Part 1 reports the concluding 1984 Nepal seminar to pinpoint the real role of education as a force of rural development and establish relevant issues for future educational planning/research. Chapter I elaborates distinctions between four rural development approaches: production-orientation, equating rural development with alleviation of poverty, viewing rural development as the total of separate projects, and long-term transformation based on mobilization of the peasantry. Chapter II addresses problems/dimensions of integration in rural development. Chapter III reviews discussions of the role of education in rural development. Chapter IV considers components of diversified basic education. Chapter V reviews needs/directions of future research and lessons for improved educational planning/management. Part 2 presents three case studies on education for integrated development. The Ethiopian study analyzes reality behind the term "integration" in rural areas and assesses behavioral/attitudinal outcomes of different forms of education. The Indian study is a detailed assessment of two projects with a strong element of nonformal education. The Bangladesh study examines literacy levels and school education as an explanatory but also dependent variable in the context of social/economic factors relevant to rural development. (NEC)

ED 277 549 SE 047 644

Padilla, Michael J.; Padilla, Rosemary K.
Thinking in Science: The Science Process Skills.

PUB DATE- Sep 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Elementary School Science; Elementary Secondary Education; Instructional Improvement; Learning Processes; Learning Strategies; Literature Reviews; *Problem Solving; Science Education; *Science Instruction; Secondary School Science; *Skill Development
IDENTIFIERS- Science Education Research; *Thinking Skills

Designed to support the premise that many important clues to the solution of the problem of teaching thinking skills in science are contained in the science process skill literature, this paper synthesizes research related to the teaching of science process skills. Studies which evaluate the effect of the new science curricula are described. Specific attention is given to studies which focus on single process skills, comprehensive process skill outcomes, and on formal operational studies which focus on the ability to conduct experiments. The role of computers in teaching process skills is also examined. The reviewed research suggests that thinking in science can be taught and learned by elementary, middle, and secondary students. Implications for instruction are noted and specific suggestions for teachers are offered. These include: (1) matching the teaching tasks and expectations to the level of the learner; (2) working with familiar materials; and (3) teaching efficient problem solving strategies. A 44-item bibliography is included. (ML)

ED 277 254 FL 016 226

Reports of Courses and Initiatives in Core Schools.
PUB DATE- 85
NOTE- 86p.; In: Donmall, B. G., Ed. Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6; see FL 016 215.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Behavioral Objectives; Course Objectives; *Course Organization; Cultural Awareness; English Instruction; Foreign Countries; Instructional Materials; *Introductory Courses; *Language Role; Learning Strategies; *Linguistics; *Program Administration; *Program Design; Secondary Education; Second Language Instruction
IDENTIFIERS- *Language Awareness

The reports describe the institutional context, design, and administration of language awareness courses and course components in seven British secondary schools: the Oratory School in Reading, North Westminster Community School in London, the Priory School in Barnsley, Hambrough Middle School in Southall, the Henry Box School in Witney, Oxfordshire, Farringdon School in Sunderland, and Villiers High School in Southall. They include information about program and course objectives, outcomes, materials and activities, and problems or special issues addressed. (MSE)

ED 277 313 HE 019 932

Agreement between Eastern Michigan University and the Eastern Michigan University Chapter of the American Association of University Professors, September 1, 1985-August 31, 1987.

American Association of Univ. Professors, Washington, D.C.; Eastern Michigan Univ., Ypsilanti.

PUB DATE- 1 Sep 85

NOTE- 93p.; This document supersedes ED 257 380.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Fellowships; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; *State Universities; Teacher Dismissal; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure

IDENTIFIERS- *AAUP Contracts; Agency Fees; American Association of University Professors; *Eastern Michigan University; Faculty Reappointment; Personnel Files; Tuition Benefits Programs; Union Rights

The collective bargaining agreement between Eastern Michigan University and the Eastern Michigan University Chapter of the American Association of University Professors (AAUP) covering the period September 1, 1985-August 31, 1987 is presented. Items covered in the agreement include: definitions, unit recognition, management rights, union rights, released time, membership dues and service fees, grievance procedure, layoff and recall, professional responsibilities of faculty members, international projects appointments, leaves of absence, sabbatical leaves and research/creative activity fellowships, faculty committees, faculty appointments and reappointments, tenure and reappointments, nonrenewal of probationary appointments, suspensions for reasonable cause, termination for reasonable cause, termination for medical reasons, resignations, personnel files, compensation and salary adjustments, medical/dental insurance, long-term disability benefits, travel insurance, tuition assistance for faculty and family members, retirement benefits, tenure buyout plan, death benefits, health and safety committee, and strikes/lockouts. Appendices contain six memoranda of understanding and a minimum salary table for 1985. (SW)

ED 277 482 PS 016 262

Robinson, Georgia

There's a Dragon under My Bed: How Children Develop an Understanding of Real and Pretend.

PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *Developmental Psychology; *Developmental Stages; *Infants; Piagetian Theory; Pretend Play; *Young Children
IDENTIFIERS- *Reality

Children may cognitively know that an object of fear is pretend, not real, but still feel fear and anxiety. A review of the development of reality from the psychological and cognitive perspectives shows that the growing child's interaction with mother, family, and environment helps the child gradually develop an understanding of reality. Teachers in early childhood classrooms can help children understand what is real by (1) comforting and making them feel secure, (2) pointing out what is real and what is pretend, (3) giving children experiences in a safe environment, (4) looking at the child's viewpoint and helping him or her look at the viewpoint of others, and (5) understanding the cultural or religious backgrounds of the children. (DR)

ED 277 496 RC 016 008

California Policy Workshop on Special Education Needs of Migrant Handicapped Students. Proceedings Report (San Jose, California, August 15-17, 1985).
California State Dept. of Education, Sacramento.
PUB DATE- Aug 85
NOTE- 144p.
AVAILABLE FROM- Publication Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271.
LANGUAGE- English
EDRS Price - MF01 Plus Postage PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; Agency Cooperation; Coordination; Delivery Systems; *Disabilities; *Educational Needs; Educational Planning; Elementary Secondary Education; Identification; *Migrant Children; *Migrant Education; Migrant Youth; Organizational Communication; *Program Development; *Special Education; Staff Development; State Programs; Workshops
IDENTIFIERS- *California

This report describes rationale, planning processes/tasks, and evaluation techniques of a 1985 workshop on special education needs of migrant handicapped students and findings and recommendations of workshop participant groups. The workshop was designed to analyze present policies relating to migrant handicapped students, to develop strategies for enhancing services for these students, and to stimulate coordination among migrant, regular, bilingual, and special educators. The 140 participants were divided into work groups which presented findings, recommendations, and actions for 24 problem areas in awareness, communication, information transfer, identification/diagnosis, interagency coordination, funding, staff training, language needs, assessment, bilingual personnel, delivery systems, and instructional programs. Participants ranking 27 problem statements found the greatest concerns to be raising awareness of migrant handicapped student needs, enhancing communication about the students, and improving diagnosis, assessment, and cognizance of cultural and language needs of migrant students. Accompanying tables illustrate workshop planning/evaluation processes and provide rankings of problems with profiles of work group priorities and recommendations. Appendices key workshop grouping to results of a preliminary 1985 survey of migrant students in California special education, provide text of the California State Department of Education Interdivision Agreement of Migrant Children with Exceptional Needs, and include workshop materials and list of participants. (LFL)

ED 277 223 FL 016 152

Faerch, Claus; Kasper, Gabriele

Phatic, Metalingual and Metacommunicative Functions in Discourse: Gambits and Repairs.

PUB DATE- 82
NOTE- 36p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; Connected Discourse; *Discourse Analysis; Interaction; Language Research; Linguistic Theory; Mutual Intelligibility; Native Speakers; *Oral Language; Psycholinguistics; *Research Methodology; Second Language Learning; *Speech Acts; *Spontaneous Behavior
IDENTIFIERS- Metacommunication; *Spontaneous Speech

The need for an analytical approach to the study of phatic, metalingual, and metacommunicative functions in asymmetrical communicative situations (between native speakers and language learners) is discussed. The study presents theoretical frameworks for gambits and repairs, the linguistic phenomena that primarily serve those functions, and discusses their interrelationship. It outlines hypotheses about repair work in interactions between native speakers and learners at different proficiency levels, and argues that the discourse-analytical approach should be broadened to include a psycholinguistic dimension in order to adequately explain communicative behavior. (Author/MSE)

Thomas, Noel, Ed.; Towell, Richard, Ed.
Interpreting as a Language Teaching Technique. Proceedings of a Conference (University of Salford, England, January 2-5, 1985).
Centre for Information on Language Teaching and Research, London (England).

REPORT NO.- ISBN-0-948003-15-4
PUB DATE- 85
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advanced Courses; Classroom Techniques; *Communication (Thought Transfer); *Communication Skills; *Communicative Competence (Languages); Educational Strategies; French; German; Higher Education; Interpreters; *Interpretive Skills; Italian; Learning Strategies; Second Language Instruction; Teaching Methods; *Translation
IDENTIFIERS- Communicative Approach

Papers presented at a conference on the use of simultaneous, consecutive, and other forms of interpreting as features of foreign language teaching and learning in British higher education include the following: "Liaison Interpreting as a Communicative Language-Learning Exercise" (H. A. Keith); "Interpreting and Communicating: Problems for the Student" (H. Janet Altman); "Consecutive Interpreting--The Theoretical Approach" (Kevin Bruton); "A Practical Approach to Consecutive Interpreting in the Fourth-Year Option" (Michael N. Croft); "Teaching Simultaneous Interpreting in French and German" (Andrew Riddell); "Ad Hoc Interpreting as a Teaching Technique for German" (Edda H. F. Ostarhild); "Liaison Interpreting Problems Specific to Italian" (Audrey A. Parnell); "Liaison Interpreting Problems Specific to French" (Jane Hanstock); "Interpreting Isn't Everything: Other Inter-Language Skills" (Michael Townson); "Interpreting and the Communicative Approach" (A. R. Layton); "Methodology or Technology? Striking a Balance in Advanced Language Teaching" (Brian Griffiths); and "Liaison Interpreting: Evaluation of the Exercise and of the Students" (Richard Towell). (MSE)

ED 277 425 JC 870 043

Nielsen, Lance; Geyer, Mary Jo
Nielsen/Geyer Survey: Older Adult Services Program. De Anza College, Fall Quarter 1986.
De Anza Coll., Cupertino, Calif.
PUB DATE- 86
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; Community Colleges; *Educational Needs; Employment; *Older Adults; Participant Satisfaction; Questionnaires; School Surveys; *Student Characteristics; *Student Needs; Two Year Colleges

During fall 1986, the Older Adult Services (OAS) program at De Anza Community College (California) administered a needs assessment survey to a representative number of students registered in OAS classes. The study sought to determine the mean age, educational and occupational background of the population served; and to determine students' educational perceptions, understandings, and needs. Surveys were administered in 19 classes at 14 different facilities to 275 students and 15 staff members and administrators. Study findings included the following: (1) 58% of the respondents were between the ages of 65 and 79; (2) 92% had graduated from high school, and 39% had graduated from a two- or four-year college; (3) asked to indicate their primary occupation(s) during their working years, 62 respondents indicated housewife/househusband, 59 indicated secretary, and 57 indicated teacher; (4) the highest rated subject areas were travel, world affairs, history, art, and personal legal affairs; (5) 31% indicated a desire to learn new job skills in the area of computers; (6) respondents indicated their greatest information needs were in the areas of finances, recreation, nutrition, and medicine; and (7) 160 of 185 respondents indicated that their educational needs had been met by the OAS in the past. The survey instrument and tables detailing survey results are appended. (EJV)

ED 277 522 RC 016 050

Forbes, Jack
The Renape People: A Brief Survey of Relationships and Migrations.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Historical Materials (060)
DESCRIPTORS- *American Indian History; *American Indian Languages; American Indians; *Anthropological Linguistics; Cultural Interrelationships; *Ethnic Origins; Ethnic Relations; Land Settlement; *Migration; North American History; Relocation; *Tribes
IDENTIFIERS- *Renape (Tribe); Wapanakamikok (Tribe)

The Wapanakamikok, or Eastern Land People, have been forced to do a great deal of moving about since the beginning of European contact in 1607. The Lenape dialect of their common language is spoken today primarily in Oklahoma and Canada and descendents of Wapanakamikok groups are scattered in Wisconsin and Kansas as well. (The other two dialect groups are the R- and N- or Renape and Nenape groups respectively.) Other Native people have remained near their old homes or have migrated within the North Carolina-to-New Hampshire region, the original territory of the Wapanakamikok. Thus it is not at all suprising to find an organized Renape group in New Jersey, along with other Indian groups from the Hudson River Valley--the Ramapough people--and from Delaware--the Nanticoke group. Although forced to move in many different directions, Renape-Lenape-Nenape people continue to survive and to preserve their identity, whether in rural areas or major industrial centers.

In this process of moving about, old republics and alliances have disappeared to be replaced by new groupings such as the "Cherokee Delawares" of northeastern Oklahoma, the Caddo-Wichita-Delawares of western Oklahoma, the Muncey of Kansas, the Stockbridge-Muncey of Wisconsin, the Delaware-Nanticoke component of the Grand River Iroquois in Canada, and many others. The social and political evolution of the Renape-Lenape-Nenape people has not come to an end and the future will bring still more change. (JHZ)

ED 277 208 EC 191 715

P.L. 94-142 Compliance and Management of Youth Services Administration. Report to Congressional Requesters.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-86-131
PUB DATE- Sep 86
NOTE- 49p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies are free; additional copies are $2.00; quantity discount on 100 or more mailed to a single address; must be prepaid, make check payable to Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administration; Administrative Policy; Agency Cooperation; *Compliance (Legal); *Delinquency; *Disabilities; Elementary Secondary Education; *Federal Legislation; *Financial Policy; Rehabilitation
IDENTIFIERS- *District of Columbia; *Education for All Handicapped Children Act

The document consists of a letter (and associated appendices) to members of the House of Representatives Committee on the District of Columbia from the Assistant Comptroller General concerning the District's compliance with legislation mandating special education services to handicapped delinquents. The letter reports that requirements of Public Law 94-142 (Education for All Handicapped Children Act) were not being followed by the Youth Services Administration which provides supervision and rehabilitative services to juveniles awaiting hearings and those serving their terms of commitment. The investigation found that the agency's lack of management oversight and control has resulted in considerable overtime expenditures, noncompliance with contracting procedures and inaccurate position descriptions. Also noted is development of an inter-agency plan by the District to comply with the law by September 1986. Appended are the text of t[illegible]imony statement taken in the investigation and presented in June, 1986, as well as a discussion of objectives, scope, and methodolog[illegible] the investigation. (DB)

Nordberg, Bengt
Reports on Swedish Projects Relevant to the Study of Impromptu Speech: FUMS.
PUB DATE- 82
NOTE- 10p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Correlation; Dialects; Discourse Analysis; Foreign Countries; *Language Research; *Language Role; Language Variation; *Oral Language; Research Projects; Sociocultural Patterns; Sociolinguistics; Speech Acts; *Spontaneous Behavior; Standard Spoken Usage; *Swedish; Uncommonly Taught Languages; *Urban Areas
IDENTIFIERS- *Spontaneous Speech; Uppsala University (Sweden)

The Unit for Advanced Studies in Modern Swedish (FUMS) at Uppsala University has one of the largest collections of spontaneous present-day spoken Swedish and has housed many sociolinguistic research projects since the 1960s. The four studies generating the most empirical data are on: The Urban Dialect of Eskilstuna; The Child's Linguistic Identification; Language, Roles, and Social Relations; and Town and Hinterland: Urbanization and Language. Despite their different areas of study, all four projects have attempted to describe sociolinguistic variation and identify its causes at the phonological and morphological levels. All have found considerable inter- and intra-individual variation at the structural levels examined and support the idea that this variation is greater in informal than formal situations. In turn, they have reinforced the importance of studying impromptu speech. (MSE)

ED 277 255 FL 016 307

Ormeling, Ferjan

Maps as Sources for Toponyms: Cartographic Bias. Discussion Papers in Geolinguistics, No. 9.

North Staffordshire Polytechnic (England). Dept. of Geography and Recreation Studies.

PUB DATE- 85
NOTE- 25p.
AVAILABLE FROM- Dept. of Geography, North Staffordshire Polytechnic, Stoke-on-Trent, ST4 2DF, England ($2.50 including postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Bias; *Cartography; *Geography; Information Sources; *Language Research; Linguistics; Maps; Minority Group Influences; *Minority Groups; *Research Methodology
IDENTIFIERS- *Geolinguistics; *Place Names

The selection of place names (toponyms) for use on a map depends on the available space. This selection may be distorted by regulations, cartographic procedures, preferences, or map functions. An investigation of place names used on maps of minority language group areas in Western Europe revealed the influence of cartographers and topographers on the kind and number of names to be included. After incorporation on the base map, a number of cartographic processes occur that lead to an overrepresentation of minority language toponyms on derived maps in minority language areas. On smaller scale maps, a generalization process occurs in which only features likely to have majority language names tend to be retained. In addition, specific name categories tend to be overemphasized on derived maps such as small scale topographic maps or road maps. These toponym selection processes lead to a certain bias that, in turn, interferes with national or international comparisons of toponyms based on topographic maps. This does not suggest discontinuing the use of maps for investigating place names, but underlines the importance of selecting the appropriate map and learning the regulations governing the incorporation of names on the base map and the selection process for names on derived maps. (MSE)

ED 277 328 HE 019 950

Woolfork, Kevin Gerard
Appropriations in the 1986-87 State Budget for the Public Segments of Higher Education. Proposition 61 and Its Potential Impact on Public Postsecondary Education. California Postsecondary Education Commission Report No. 86-28.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Sep 86
NOTE- 22p.
AVAILABLE FROM- California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Community Colleges; *Compensation (Remuneration); Expenditures; Government School Relationship; *Operating Expenses; *Postsecondary Education; *Public Colleges; *Resource Allocation; *State Aid; State Universities
IDENTIFIERS- *California; California Community Colleges; California State University; University of California

The 1986-1987 budget for California public colleges and universities is reviewed, as well as the overall state budget and funding for the California Student Aid Commission's programs. The effects on public colleges of a proposition to compensate government workers and contractors are also considered. The 1986 Budget Act appropriates 55% of the State General Fund for education (39.4% for public schools and 15.7% for postsecondary education). In total, education receives a 9.3% increase over 1985-1986 funding levels. Figures are provided for capital outlay and current operations expenditures by category, as well as funding for the University of California, California State University, and the California community colleges. After reviewing the effect of Proposition 61 on the three segments of public postsecondary education, it is concluded that passage of the proposition would jeopardize the ability of the state's public colleges and universities to recruit and retain senior-level faculty and administrators. Employees would also be negatively affected by restrictions on their vacation and sick leave. (SW)

ED 277 342 IR 012 426

Seiden, Peggy
Information Sources on Software for Higher Ed.
PUB DATE- 5 Sep 86
NOTE- 7p.; List initially compiled by the Special Interest Group on Software Information at the EDUCOM Conference (Austin, TX, October 1-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Annual Reports; Books; Catalogs; *Computer Software Reviews; *Courseware; Databases; Directories; Higher Education; *Information Sources

This selected annotated list of 39 sources of information on educational software for higher education is a revision of a list prepared at EDUCOM '85 and includes a number of additional sources. The sources, which provide access to both commercial and unpublished faculty software, are listed under five headings: General Sources; Software for Particular Machines; Software for Specific Disciplines; Software Publishers of Note; and Software Catalogs from Universities. Databases, directories, vendor catalogs, books, and university project reports are among the sources listed. Each annotation includes purchase information and some entries include the price. (DJR)

ED 277 357 IR 012 449

Marshall, Catherine; Lynch, Kathleen Kelley
Analysis of Qualitative Data with Microcomputers.

PUB DATE- Apr 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Data Collection; *Field Studies; Hypothesis Testing; *Microcomputers; Models; *Qualitative Research; *Research Design; *Social Science Research
IDENTIFIERS- Computer Logic

The microcomputer offers social science field researchers a valuable tool for managing qualitative research data. In addition to the flexibility and efficiency of the microcomputer, the logic governing its programming and operation imposes a framework on the research process which necessitates that research decisions and strategies be explicit and logical. This progression enhances methodological rigor and improves the capacity of the research for generating and testing hypothesis. A key to the effective use of the microcomputer is its integration into the overall design of the research. Having such a helpful tool facilitating data storage and analysis provides relief to labor-intensive qualitative research, motivation to continue researching, and helps guide subsequent data collection. The Alternative State Policy Mechanisms (ASPMp) Project is an example of a field study that is ideally suited to the use of microcomputers. By using the working hypothesis as a framework for data collection and capitalizing on the flexibility of the "Quickfile II" program, the project is able to increase the efficiency of data storage and retrieval, which, in turn, enhances the analytical process. On the other hand, the Assistant Principalship study presents some conditions where the disadvantages of using microcomputers outweigh the advantages. This example involves practical as well as research design issues, which may aid researchers as they consider the risks and benefits of computer assistance. A three-page reference list concludes the document. (DJR)

ED 277 412 JC 870 026

Seymour, Evan
Developmental Education: Stories We Tell Our Students.
PUB DATE- 21 Nov 86
NOTE- 7p.; Paper presented at the National Conference of the Community College Humanities Association (San Francisco, CA, November 20-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Community Colleges; *Developmental Studies Programs; *Economically Disadvantaged; Educationally Disadvantaged; *High Risk Students; *Remedial Programs; *Social Environment; Two Year Colleges; Two Year College Students; Urban Education

Making sense of developmental education in the two-year college is difficult, particularly in the shadow of the fear that it is not working very well. There is no choice, however, but to examine openly a serious problem. The "story" about developmental education in the two-year college that most educators would like to believe is that of "struggle, followed by struggle, followed by success." Students placed in developmental courses are told that they are in class to develop the skills they will need to succeed in college-level courses. Most instructors are aware that this "story" is not true. Their own justifications for remedial education focus instead on the good experiences that developmental courses do provide; the positive effects of improved reading and writing skills on students' employment expectations; and the effects of developmental courses on cultural awareness, educational attitudes, or citizenship. Some of these substitute stories may be true, some false, some difficult to verify. Before a new story can be told a sharp eye must be cast at the social context in which the story telling occurs. The protagonist of the new story about developmental education would not be the individual student or the instructor, but rather the entire social class from which the remedial student emerges. With the "urban underclass" as the protagonist, a new set of questions arises. What damaging beliefs about itself has this class accepted from above? What beliefs about success in school does it hold? How should the clash between student and teacher be interpreted and be transformed? Can the urban underclass adopt some version of middle-class academic culture without betraying itself? To what extent do developmental programs reproduce in college the ghettoization of the urban underclass in the city? The plot structure for the new story would be "struggle, followed by struggle, followed by questions." (EJV)

ED 277 454 PS 016 192

Vila, Ignasi; Elgstrom, Santiago
Imitation and Language Acquisition.
PUB DATE- Sep 86

NOTE- 14p.; Paper presented at the Annual Conference of the British Psychological Society (Exeter, England, September 19-22, 1986). For a related study, see PS 016 191.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Imitation; *Incidence; *Infants; *Language Acquisition; Language Research; Vocabulary Development
IDENTIFIERS- *Context Effect; Developmental Patterns; *Spain

Spontaneous interaction of three infants in conversational situations with a familiar adult at home were videotaped until the children were 2 years old, at 2- to 3-week intervals. Imitation was defined as children's utterances which maintained the order of adult utterances, were produced in the same tone and which repeated at least one of the last three words produced by the adult. While analysis revealed a high number of imitations, imitations were low in number when compared to total language used. Maximum use of imitation occurred when subjects were between 20 and 22 months of age. Imitations were especially evident in conversational situations, such as reading, which involve the lexical procedure of designation and in which child and adult jointly attend to an object. Children were found to actively use exclusive imitation (imitations with no creative use in any context) in different contexts at different ages. Findings suggest that imitation appears to be an important mechanism by which children incorporate words into their early vocabulary, maintain dialogue, and coordinate their speech with adult linguistic behavior. Five line charts are provided. (RH)

ED 277 550 SE 047 645

Trends, Needs and Priorities of Environmental Education since the Tbilisi Conference: An Overview. Preliminary Report of a World Survey. Environmental Education Series 1.

United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.

REPORT NO.- ED-82-WS-125
PUB DATE- 83
NOTE- 44p.; For other publications in this series, see SE 047 646-652.
AVAILABLE FROM- UNESCO, Documentation and Information Centre, Sector of Education, 7 place de Fontenoy, Paris 75700, France.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Elementary Secondary Education; *Environmental Education; *Global Approach; Government Role; Government School Relationship; Higher Education; Interdisciplinary Approach; *International Cooperation; *International Organizations; *International Programs; National Programs; Nonformal Education; Surveys; Teacher Education; World Problems
IDENTIFIERS- Environmental Education Programs; Environmental Education Research

In 1981-82 a questionnaire was sent to member countries of UNESCO by the International Environmental Education Programme (IEEP) to determine current needs, priorities, and major trends in environmental education. Of particular interest to the IEEP were developments since the 1977 Intergovernmental Conference on Environmental Education held in Tbilisi, Russia. This document contains the preliminary analysis of results of the questionnaire, along with information collected through other recent publications and documents. Part 1, which is devoted to world trends, needs and priorities, is divided into three chapters. These chapters focus on: (1) descriptions of action undertaken by UNESCO with a view to developing environmental education since the Tbilisi conference; (2) discussions of progress and trends in the development of environmental education throughout the world today, on the basis of national experiences and guidelines; and (3) identification of the most pressing needs to be fulfilled concerning environmental education and member state's priorities for action in this respect. Part 2 consists of two chapters which focus on regional particularities in the discussion of the problems of environmental education. (TW)

ED 277 563 SE 047 658

Finnigan, Robert; Layton, David
Teaching and Learning in the Third Culture? An Annotated Bibliography of Issues in Engineering Education.
Leeds Univ. (England). Centre for Studies in Science and Mathematics Education.
REPORT NO.- ISBN-0-904421-12-0
PUB DATE- 84
NOTE- 110p.
AVAILABLE FROM- University of Leeds, Centre for Studies in Science and Mathematics Education, Leeds LS2 9JT, England.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; *College Science; *Engineering Education; *Engineers; Higher Education; Literature Reviews; *Science and Society; Science Education
IDENTIFIERS- Engineering Curriculum; Great Britain

Designed to assist in the dissemination of views about educational issues associated with engineering education and its incorporation in general education, this bibliography presents a review of the literature in engineering education under seven headings. These include: (1) engineering and higher education, the social context; (2) the relationship between engineering and the sciences; (3) the engineering curriculum in higher education, aims and objectives; (4) the place of design in the engineering curriculum; (5) practical training for the undergraduate engineers; (6) educating engineers for management; and (7) the status of engineers and engineering. The organization of items within each of the seven categories is chronological and each category is prefaced with introductory comments. The annotations are limited to works published in English and mostly relate to engineering education in British universities. An author index is also provided. (ML)

ED 277 579 SE 047 681

del Regato, John C.; And Others
Mathematics Pentathlon. A Manual of Directions and Official Tournament Rules. Division IV. Grades 6-7.
Pentathlon Inst., Indianapolis, IN.
SPONS. AGENCY- Phi Delta Kappa, Bloomington, Ind.
PUB DATE- 86
NOTE- 67p.
AVAILABLE FROM- Pentathlon Institute, P.O. Box 20590, Indianapolis, IN 46220 ($7.00 plus $2.16 shipping charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Division; *Educational Games; *Elementary School Mathematics; Geometric Concepts; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Manipulative Materials; *Mathematical Enrichment; *Mathematics Instruction; Number Concepts; *Problem Solving
IDENTIFIERS- *Mathematics Pentathlon

The Mathematics Pentathlon is a tournament of mathematics games held each spring since 1979 to promote the development of mathematical concepts and skills while fostering interaction among the educational community. There are five games in each of four divisions, for grades K-1, 2-3, 4-5, and 6-7. The focus is on active problem solving and critical thinking skills for children at different ability levels. This manual for grades 6-7 first discusses problem solving, educational community involvement, the range of academic performance, and the use of physical models. Then each game is described, with mathematical content, materials, time, goals, starting procedures, game rules, and tournament rules stated, plus a reproduction of the gameboard. The games for this level are Remainder Islands, Prime Gold, Pent 'Em In, Frac Fact, and Fraction Pinball. (MNS)

ED 277 595 SE 047 704

Eddy, Lisa
The Nature and Treatment of Mathematics Anxiety.
PUB DATE- Nov 85
NOTE- 38p.; Requirements for course S591--Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Research; Higher Education; Literature Reviews; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; *Research Utilization; Secondary Education; Sex Differences
IDENTIFIERS- *Mathematics Anxiety Rating Scale; Mathematics Education Research

This paper sought to identify some of the dimensions, correlates, and effective treatments of mathematics anxiety. The introductory section provides a statement of the problem, defines the purpose, organization, and limitation of the study, and includes a glossary of terms. In the second section, an annotated bibliography is presented, organized into three categories: the nature of math anxiety; causes and correlates of math anxiety; and treatments of math anxiety. In the third section, the findings of the literature are summarized. The many correlates of math anxiety are noted, including attitudes, test anxiety, low mathematics self-concept, and sex. The use of behavioral interventions and more academically focused interventions are discussed. Following a brief conclusion, eight recommendations are listed. The appendix provides an annotated list of studies on the validity and reliability of the Mathematics Anxiety Rating Scale. A 47-item bibliography is also included. (MNS).

ED 277 286 HE 019 669

Porter, Georgeanne B.

Federal Republic of Germany. A Study of the Educational System of the Federal Republic of Germany and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.

REPORT NO.- ISBN-0-910054-84-3

PUB DATE- 86

NOTE- 196p.; Reproductions of diplomas, certificates, etc., contain small print.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, NW, Suite 330, Washington, DC 20036 ($15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Allied Health Occupations Education; College Admission; *College Students; Continuing Education; Educational Certificates; Elementary Secondary Education; *Foreign Countries; *Foreign Students; Grading; Higher Education; *High School Students; *Student Placement; *Vocational Education

IDENTIFIERS- Foreign Educational Credentials; United States; *West Germany

Information on the educational system of West Germany and guidelines on the placement of German students in U.S. high schools and colleges are presented. After a brief introduction on the country and the basic structure and principles of the educational system, attention is directed to preschool, primary, and secondary education. Included are reproductions of certificates of completion and grade reports from different schools, along with information on grading systems. Also considered is vocational education in Germany, which combines part-time vocational school with on-the-job training. Eight types of vocational schools and their programs are described, along with vocational training in nursing, physical therapy, medical technology, and paraprofessional health fields. Additional topics include: demographics and higher education, higher education legislation, access to college, types of institutions and selected programs of study, and adult and continuing education. Reproductions of diplomas and related documentation illustrate the text. Guidelines are provided to help admissions officers determine the admissibility and appropriate level of placement of German students in U.S. institutions. Appended are a glossary, a list of German colleges and universities, and a list of occupations requiring vocational training. (SW)

Girard, Kathryn; And Others
Peaceful Persuasion: A Guide to Creating Mediation Dispute Resolution Programs on College Campuses.
Massachusetts Univ., Amherst.
SPONS. AGENCY- National Inst. for Dispute Resolution, Washington, DC.
PUB DATE- 85
NOTE- 140p.; A product of the Mediation Project.
AVAILABLE FROM- The Mediation Project, Waskiewicz House, University of Massachusetts, 425 Amity Street, Amherst, MA 01002 ($13.95 plus $2.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Arbitration; *Conflict Resolution; Evaluation Criteria; *Higher Education; Legal Responsibility; Peer Relationship; Program Administration; Program Development; School Community Relationship; *Student College Relationship; *Teacher Administrator Relationship; *Teacher Student Relationship

A guide to mediation program planning is presented for college campuses. The concept of a college mediation program is considered, along with issues of needs, benefits, program focus, and goals. Mediation is discussed in the context of the overall field of alternative dispute resolution and is distinguished from other forms of conflict resolution. Also examined are planning questions that arise once needs are understood and program goals are determined. Information is included that might be helpful in making decisions about program location on campus; mediator training, selection and evaluation; and case referral. Practical matters are also addressed, including obtaining support, funding, and referrals, and preparing for intake interviews and mediation sessions. Two major questions that affect program operations are also discussed: (1) the why, when, and what of program expansion; and (2) the legal issues involved in mediating disputes. The manual incorporates examples from mediation programs that vary in size, focus, or approach. A resource section provides a list of programs and materials for additional help. Case studies demonstrate a range of mediation uses and the way mediation works in practice. Forms for intake and trainee evaluation are provided, along with information on print and individual resources concerning mediation. (SW)

ED 277 314 HE 019 933

Agreement between Portland State University and AAUP-PSU, July 1, 1985 through June 30, 1987.

American Association of Univ. Professors, Washington, D.C.; Portland State Univ., Oreg.

PUB DATE- 1 Jul 85
NOTE- 45p.; Document printed in small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Historical Materials (060)
DESCRIPTORS- Academic Freedom; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Governance; Grievance Procedures; Higher Education; Peer Evaluation; Personnel Policy; Records (Forms); Released Time; Retrenchment; Sabbatical Leaves; *State Universities; Teacher Employment Benefits; Teacher Salaries; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Portland State University OR; Union Dues; Union Rights

The collective bargaining agreement between Portland State University and Portland State University Chapter of the American Association of University Professors (AAUP) covering the period July 1, 1985-June 30, 1987 is presented. Items covered in the agreement include: definitions and unit recognition of AAUP, AAUP rights, exchange of information, dues deduction, released time, consultation, fair share, academic freedom and governance, promotion and tenure, rotating professorships, nondiscrimination, institutional career support and peer review, past practices, reserved rights of the university, progressive sanctions, grievances, arbitration, resolution of disputes, retrenchment, retrenchment hearings, salary, health and dental insurance, sabbatical leaves, parking, outside employment, notices and communications, indemnification, strikes and lockouts, and separability. Appended are four forms concerning: conscientious objection, grievance, grievance--request for review, and notice of intent to arbitrate. (SW)

ED 277 385 IR 051 726

Schenck, William; And Others
University of Oregon. Preservation Planning Program Study Report. Final Report.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Sep 86
NOTE- 50p.; For other reports in this series, see ED 267 808-809, ED 274 372-374, ED 275 339, and IR 051 724-725.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave. NW, Washington, DC 20036 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Emergency Programs; Facility Planning; Financial Needs; *Library Materials; *Library Planning; Long Range Planning; Opinion Papers; Personnel Needs; *Preservation; Self Evaluation (Groups); *Staff Development
IDENTIFIERS- Book Restoration; *University of Oregon

This report presents the results of a year-long study designed to gather information on current preservation activities at the University of Oregon Library and develop recommendations to improve those activities. Summary reports are presented for the five study task forces, and 43 recommendations built on the preservation-related procedures and activities currently in place throughout the library are detailed for the broad areas of organization, programs and policies, disaster preparedness, environment, preservation training for staff, and supplies. The justification, responsibility, time frame, fiscal impact, and staff time are included for each recommendation. Listings of task force members, recommendations by time frame, and recommendations by responsibility are appended. (KM)

ED 277 398 IR 051 741

Ebersole, Wm. Dale, Jr.

Geographical Distribution of Academic and Public Library Collections in the United States: Some Socio-Economic Interpretations.

PUB DATE- 84
NOTE- 133p.; M.A. Thesis, University of Toledo, Ohio.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Libraries; Educational Attainment; *Geographi
Distribution; Higher Education; Housing; Hypothesis Testing; Income; *Library Collections; Metropolitan Areas; *Public Libraries; *Regional Characteristics; Regression (Statistics); *Socioeconomic Influences; Statistical Distributions; Teacher Student Ratio
IDENTIFIERS- *Standard Metropolitan Statistical Areas

In order to determine the relationship of the socioeconomic variable sets of education, general characteristics, and income and housing to geographic variations in the collection size of academic and public libraries in the United States, data for the 50 largest Standard Metropolitan Statistical Areas (SMSAs) are analyzed using frequency distribution, correlation analysis, and regression analysis. Two hypotheses are tested: (1) the socioeconomic character of the SMSAs will relate to the collection size of both academic and public libraries, and (2) academic library collection size reveals greater correspondence with these socioeconomic characteristics than public library collection size. Analysis of data lends support to the first hypothesis but refutes the second, suggesting that the public library model is more strongly influenced by population. Supporting material is presented in 18 tables and 10 figures, and a bibliography is provided. An alphabetical listing and a listing ranked by population for the 50 largest SMSAs in 1973, frequency distributions, and regression tables are appended. (KM)

ED 277 440 JC 870 068

Willson, Laura Faulk; And Others

Inventory of Community College Courses.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Feb 87
NOTE- 29p.; Discussed as agenda item #4 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, February 26-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *College Curriculum; *Community Colleges; Community Education; Comparative Analysis; *Credit Courses; *Enrollment Trends; Liberal Arts; *Noncredit Courses; Remedial Instruction; State Surveys; Statistical Data; Transfer Programs; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *California

This analysis of the credit and non-credit course offerings of the California community colleges provides statewide data by standardized course classification category. The report includes an analysis of courses and workload in student contact hours for the principle disciplines within the categories of Liberal Arts and Sciences (Transfer), Liberal Arts and Sciences (Nontransfer), Remedial and Adult Education, Occupational Education, and Community Education; an examination of courses in these categories by transfer destination; and a comparison with 1980-81 and 1983-84 data. The report concludes by noting some unanswered questions brought to light by the data display. Highlighted findings include the following: (1) more than 31,000 credit courses--50.6% of all credit student contact hours offered--were transfer courses in Liberal Arts and Sciences; (2) more than a third of the student contact hours were offered in occupational education through more than 32,000 courses; (3) remedial and adult education courses constituted 5.4% of credit workload, and 36% of noncredit workload; and (4) the workload in the Liberal Arts and Sciences (Transfer) category was fairly evenly distributed across the principal disciplines of Biological Sciences, Foreign Languages, Mathematics, Physical Sciences, and Psychology. (EJV)

ED 277 468 PS 016 236

Home Visitor: Child Development Associate Assessment System and Competency Standards.

Council for Early Childhood Professional Recognition, Washington, DC.

PUB DATE- 86
NOTE- 54p.; A product of the CDA National Credentialing Program. Photographs will not reproduce clearly.
AVAILABLE FROM- Council for Early Childhood Professional Recognition, 1718 Connecticut Avenue, N.W., Washington, DC 20009 (Single copy free of charge, multiple copies, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Competence; Educational History; Glossaries; Home Programs; *Home Visits; *Personnel; *Standards; *Student Evaluation
IDENTIFIERS- *CDA Credential; Child Development Associate; *Home Visitors

Initiated in 1971, the Child Development Associate (CDA) National Credentialing Program is a major national effort to evaluate and improve the skills of caregivers in center-based, family day care, and home visitor programs. Part I of this book presents an overview of the CDA National Credentialing Program and the competency standards and assessment system for home visitors. Part 2 presents the eligibility requirements and information collection responsibilities of the four members of the local team that conducts the evaluation of a candidate for the CDA credential. Part 3 contains the complete CDA competency standards for home visitors. The appendices in part 4 include a history of the CDA program and a glossary of terms. (RH)

ED 277 483 PS 016 263

Glanville, Cathryn L.; Sundberg, Judith
Effectiveness of Teaching Communication Skills on Acting Out Behaviors among Four Year Olds in a Day Care Center.
PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; Classroom Observation Techniques; *Communication Skills; *Day Care Centers; Early Childhood Education; Intervention; *Peer Relationship; *Preschool Children; Program Effectiveness; Reinforcement
IDENTIFIERS- *Communication Styles

Nineteen 4-year-old preschool children participated in a study designed to determine the effects of teaching communication skills in a day care center setting. The field experiment was conducted using a time series design. An observation guide consisting of a hierarchical arrangement of ineffective responses was used to obtain the frequency of ineffective responses before and after formal teaching sessions on communication skills. Analysis of variance and co-variance with repeated measures were used for data analysis. Results showed a significant difference between the total number of acting out behaviors observed before and after implementation of the teaching program, and between pre- and post-observations for each day of the week. Findings suggest that formal instruction in communication skills may be one viable approach to decreasing acting out behavior among children in day care centers. (Author/DR)

ED 277 509 RC 016 037

Seneca Storybook=Onodowa'ga' Gaga: Sho'o'h.
New York State Education Dept., Albany. Bureau of Bilingual Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 50p.
GRANT- G008301621
LANGUAGE- English; Seneca
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Indian Culture; American Indian Education; American Indian Languages; *American Indian Literature; *Bilingual Instructional Materials; Childrens Literature; *Cultural Influences; Elementary Secondary Education; Illustrations; *Legends; *Mythology; Supplementary Reading Materials; Tribes
IDENTIFIERS- *Oral Tradition; *Seneca (Tribe)

Featuring supernatural events and relationship between man and nature, this collection of 15 Seneca stories is presented in English and Seneca versions with 12 full-page illustrations. The stories are adaptations from "Seneca Fiction, Legends and Myths" originally compiled by Jeremiah Curtain and J. N. B. Hewitt following field research in 1910-1911 on the Cattaraugus Reservation of the Seneca Nation of Indians in southwestern New York State. "A Great Snake Battle" tells how long ago the snakes got together and made the Indians promise not to abuse them. "The Porcupine's Grandson and the Bear" tells of a boy who is rescued and cared for by animals of the forest. "The Crawfish and the Raccoon" tells how the raccoon tricks the crawfish by pretending to be dead. Other titles in this collection are "The Story of the Owl People," "The Winter God," "The Race between the Turtle and the Bear," "The Owl and the Two Sisters," "The Forsaken Infant and the Wind," "The Great Bear," "The Turtle and His Forces on the Warpath," "Bald Eagle Sends Mud Turtle around the World," "Thunder and the Seneca Warriors," "The Great Worm and Thunder," and "The Fox and the Rabbit." (JHZ)

ED 277 523 RC 016 051

Willard, William
The Ninth Inter-American Indian Congress Historical Overview.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; Federal Indian Relationship; Indigenous Populations; *International Cooperation; *International Organizations; Organizational Objectives; *Political Issues; Public Agencies; *Self Determination
IDENTIFIERS- *Inter American Indian Congress; *Inter American Indian Institute; Latin America; North America

The Ninth Congress of the Inter-American Indian Institute (IAII) was held October 28-November 1, 1985 in Santa Fe, New Mexico, and was--for several reasons--a major event in the history of the indigenous people of this hemisphere. First, it was the first Congress held in the United States in the 45 years since the Institute was organized. Second, holding the Congress in New Mexico was an unofficial recognition that the origins of the Institute and Congress are in the Santa Fe- and Taos-based organization of political action to save Pueblo land and water rights in the 1920s. Third, the meeting had a larger contingent of Indian delegates and observers, and Indian participants took a larger role than in the past when non-Indian government representatives controlled the proceedings. Fourth, the emergence of trans-national political power of indigenous people was apparent in the movement to establish a fifth committee consisting of non-governmental Indian delegates as an official component of the Congress. The IAII is recognized as a specialized Inter-American organization of the Organization of American States. Its primary purposes include

dissemination of information to its 17 member nations in planning for the economic, social, education, and cultural improvement of Indians throughout the hemisphere. This paper concludes with results of a brief poll concerning the reactions to the Congress of a sampling of people connected with U.S. and Canadian universities. (JHZ)

ED 277 536 RC 016 069

Fixico, Donald L.
Termination and Relocation. Federal Indian Policy, 1945-1960.
REPORT NO.- ISBN-0-8263-0908-9
PUB DATE- 27 Dec 86
NOTE- 286p.
AVAILABLE FROM- University of New Mexico Press, Journalism Building, Suite 220, Albuquerque, NM 87131 ($27.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- *Acculturation; American Indian Culture; American Indian Education; *American Indian History; American Indians; Civil Rights; Cultural Differences; Culture Conflict; *Federal Indian Relationship; Federal Legislation; Job Placement; Public Policy; *Relocation; Reservation American Indians; Self Determination; Social Integration; Tribes; *Trust Responsibility (Government); *Urban American Indians
IDENTIFIERS- Klamath (Tribe); Menominee (Tribe); Navajo (Nation); *Termination of Tribal Status

Between the end of the Roosevelt era and the beginning of the Kennedy administration, less traditional Native Americans, congressional leaders, and government administrators developed a policy that they hoped would integrate the Indian population with mainstream America. To this end, they enacted laws to terminate the government's trusteeship of Indian lands and relocate Indians to the nation's cities. They believed that, once Indians left the reservation, they would have opportunities for education and employment that would enable them to participate more fully in the larger society. These policies were most fully applied to the Menominee and Klamath tribes. But the sponsors of this legislation underestimated the importance of the fundamental differences between Indian and Anglo culture that would make it nearly impossible for most Indians to make the transition. By the early 1960s it had become tragically apparent that the policies of termination and relocation were creating a new subclass of urban poor: Indians who were ill-equipped to survive in the competitive, materialistic world off the reservation. This major new study examines the history and effects of these policies from the Indian perspective. It also situates termination within the larger issue of civil rights during the Truman and Eisenhower administrations.

(NEC)

ED 277 224 FL 016 153

Loman, Bengt
The Segmentation Problem in the Study of Impromptu Speech.

PUB DATE- 82
NOTE- 27p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Dialects; Coherence; Connected Discourse; Dialects; *Discourse Analysis; Language Research; Linguistic Theory; *Oral Language; *Research Methodology; *Sentence Structure; *Speech Acts; *Spontaneous Behavior; Structural Analysis (Linguistics); Surface Structure
IDENTIFIERS- Segmentation (Verbal); *Spontaneous Speech

A fundamental problem in the study of spontaneous speech is how to segment it for analysis. The segments should be relevant for the study of linguistic structures, speech planning, speech production, or communication strategies. Operational rules for segmentation should consider a wide variety of criteria and be hierarchically ordered. This is particularly important for analysis of a large corpus of data, in which comparison of multiple analyses is important. Analysis of several Black English texts from one geographic area suggests a framework for segmentation into either phonological phrases or macrosyntagms, the latter of which can also be divided into two or more sentence units. Further, sequences of one or more sentences dominated by an intonation superfix may be regarded as speech-act units that manifest special speech-act functions in the speech situation. This approach is based on the idea that the superficial cohesion of discourse, which reflects an underlying coherence, is structurally manifested in the interaction between prosodic units, macrosyntagms, and speech acts. (MSE)

ED 277 271 FL 016 325

Ubahakwe, Ebo
A Model of Nigerian Readership Potentials.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Pluralism; Curriculum Development; Developing Nations; Educational Assessment; Educational Planning; *Educational Policy; English (Second Language); Foreign Countries; *Multilingualism; *Native Language Instruction; *Public Policy; *Reading Instruction; *Second Language Instruction
IDENTIFIERS- *Nigeria

Nigeria's new National Policy on Education embodies a specific approach to the Nigerian people's need and and preference for reading in native languages, English, and other languages. This article examines that approach from three perspectives: (1) multilingual, in which the basic education is bilingual (native language and English, with English dominating) but with provision and encouragement for learning other languages; (2) modular, in which the students are treated as either native-language or English-language students but are otherwise educationally homogeneous; and (3) functional, which identifies four purposes for being involved in reading instruction--learning how to read, reading to gain information, reading to survive on one's job, or reading for pleasure, and students are categorized as mature/competent, reluctant/lapsed, or adult/new readers. It proposes these perspectives as a framework for classifying and characterizing readers within the educational system, accurately determining the number of languages and levels at which reading education is needed, and selecting or developing materials for reading instruction. (MSE)

ED 277 343 IR 012 429

Introduction to Computing Course Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-86-9371
PUB DATE- Mar 86
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; *Classification; Classroom Techniques; Computer Assisted Instruction; Computer Graphics; *Computer Literacy; Course Descriptions; Course Objectives; Curriculum Guides; Databases; Ethics; Junior High Schools; *Learning Activities; Privacy; Resource Materials; Word Processing
IDENTIFIERS- *Introduction to Computing; Spreadsheets

Developed to aid intermediate-level teachers and principals in initiating and developing computer literacy programs for their students, this document is a guide for the development of a one-semester course--Introduction to Computing--for the seventh and eighth grades. The course is designed to provide opportunities for students to develop computer literacy skills and understanding through classroom instruction in combination with hands-on computer experiences. The guide includes a sample course schedule of topics to be covered each week during the semester, a course description, course management considerations, sample activities, and suggested resources. The sample activities, which reflect the four

instructional modes of the computer as tool, tutor, tutee, and topic, include Getting Started, Word Processing, Database Privacy, Computer Crime and Ethics, Databases, Electronic Spreadsheets, and Graphics Programming. The course description includes course objectives, student prerequisites, and materials needed. Suggested resources include both textbooks and software. The Taxonomy of Goals, Objectives and Student Expectations for Exploratory Computer Literacy, Grades K-12 is appended. (DJR)

Belanger, Sandra E.; Thorne, Rosemary
Integration of an Online Search Service into the Reference Department.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Conference of the Association of College and Research Libraries (Baltimore, MD, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Administration; Library Facilities; Library Personnel; *Library Planning; *Online Searching; *Reference Services; Search Strategies; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *San Jose State College CA

In academic libraries, online searching services and reference departments often have to compete for a share of financial and personnel resources. This paper examines how San Jose State University Library solved the problems of shrinking budgets, space constraints, and loss of trained searchers by integrating the online search service into the reference department. The process of simultaneously providing patron services and training online searchers is described; and recommended policy and procedure adjustments, funding projections, space considerations, and problems encountered during the integration process are considered. It is concluded that integrating the online search service into the reference department is a good method for maximizing the resources at hand while planning for development and growth, and would be an especially effective alternative for academic libraries faced with budget cuts as well as libraries planning to add online search services. Statistical data are presented in three tables, and references are provided. (Author/KM)

ED 277 426 JC 870 044

Fall 1986 Salary Survey Report for the Illinois Public Community Colleges.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jan 87
NOTE- 44p.; Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; *Fringe Benefits; *Salaries; School Personnel; State Surveys; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

Information on 1986 salaries and benefits for faculty, staff, and administrators in the Illinois public community college system is provided in this report. After introductory material provides a summary overview of the report, information is presented on fiscal year (FY) 1987 contractual base salaries for full-time faculty; FY86 full-time faculty salaries; FY87 part-time faculty salaries and full-time faculty overload and summer rates; salary schedules for full-time faculty with a master's degree; institutional policies related to faculty salaries and contracts; FY87 contractual base salaries for administrators and other professional staff; salaries paid to selected administrators during FY87; FY87 monthly classified staff salaries; fringe benefits; and salary increases. Selected findings include the following: (1) the median FY87 contractual base salary for faculty with 9-month contracts was $30,583, and for faculty with 12-month contracts was $31,265; (2) part-time faculty salary rates averaged $290 per course semester hour; (3) the average FY87 contractual base salary paid to other professional staff with 9-month contracts was $32,468; (4) the average administrative staff contractual salary ranged from a low of $27,836 to a high of $52,786; and (5) the cost of fringe benefits in FY86 for full-time teaching faculty averaged $2,405. (HB)

ED 277 497 RC 016 010

Cardenas, Jose A., Ed.
The IDRA Newsletter of the Mental Health Research Project, 1979-1981 .
Intercultural Development Research Association, San Antonio, Tex.
PUB DATE- 79
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Alcoholism; Child Welfare; *Community Health Services; Depression (Psychology); Females; *Human Services; Infants; Legislation; *Mental Health; *Mental Health Clinics; *Mexican Americans; Older Adults; Paraprofessional Personnel; Policy Formation; Program Development; Psychiatry; Public Policy; State Programs; Youth Problems
IDENTIFIERS- Patients Rights; *Texas

Articles in seven newsletters of the Intercultural Development Research Association's Mental Health Research Project emphasize community mental health, human, and child welfare services to Mexican Americans, particularly in Texas. Topics include social policy formation in child welfare services, utilization of community mental health clinics (CMHCs) by Mexican Americans, Texas state government reorganization to better serve Mexican American mental health needs, Mexican American women as subjects and investigators of social science research, depression in Mexican American women, psychiatric treatment relevance for Hispanic inpatients, responsibilities of CMHCs to Mexican American children and other underserved youth, sociopolitical genesis of CMHCs, status of special populations in the Texas Commission on Alcoholism State Plan, overview of patients' rights in mental health services, service needs of Mexican American elderly, use of Mexican American paraprofessionals in CMHC staffing, eliminating service barriers for Mexican Americans in mental health treatment, Texas legislative response to mental health issues, and planning strategies for mental health services for Mexican Americans. Report of a conference sponsored by the Research Project summarizes key mental health concerns emerging from conference workshops on service utilization, treatment, service planning, and patients' rights/advocacy. Tables, graphs, and bibliographies accompany several articles. Updates on federal legislation occur in four issues. (LFL)

Sturgess, Pamela A.
An Exploration of the Character, Expressive Qualities and Attitudes towards Arts Activities of Exceptional Adolescent Students.
Ontario Dept. of Education, Toronto.
PUB DATE- 86
NOTE- 53p.; For a study of exemplary programs, see ED 276 203.
AVAILABLE FROM- Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario M5S 1V6 Canada.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adolescents; *Art Activities; *Art Education; *Creative Expression; *Disabilities; Foreign Countries; Freehand Drawing; Music Activities; Questionnaires; Secondary Education; *Student Attitudes; *Student Interests; Theater Arts; Visual Arts
IDENTIFIERS- Canada

A study examined the character, expressive qualities, and attitudes toward art (performing and visual) activities of handicapped Canadian adolescents (N=30) to determine how well current teaching of the arts meets the needs and expectations of these students. A review of literature on arts activities and exceptional students contributed to the development of an audiovisual questionnaire (modified for visually-impaired or hearing-impaired students) which explored students' perceptions of the purpose of art education, individual decision-making skills, and the role of language in the development of self-criticism and critical thinking. Data indicated that drawing and music were the preferred arts activities, that students preferred to work alone on individual projects, and that students frequently did not receive adequate technical instruction (such as correct use of materials). The overall conclusion was that those students were self-conscious and self-taught who had not been equipped with the skills and perspectives for optimal learning. One recommendation stemming from the study was that methods used in teaching the arts to the visually handicapped could be used for all exceptional students. A 46-citation bibliography of journal articles, books, papers, and booklets is included. The written part of the 32-item questionnaire (involving open-ended questions and multiple choice) is presented in French and English. (CB)

ED 277 241 FL 016 170

Lofstrom, Jonas
Reports on Swedish Projects Relevant to the Study of Impromptu Speech: Sprakdata.
PUB DATE- 82
NOTE- 8p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; *Communication (Thought Transfer); Computer Oriented Programs; Correlation; Discourse Analysis; Foreign Countries; Interaction; Language Patterns; Language Research; Native Speakers; *Oral Language; *Research Methodology; Research Projects; *Semantics; Sociocultural Patterns; Speech Acts; Spontaneous Behavior; Standard Spoken Usage; *Swedish; Uncommonly Taught Languages; *Verbal Communication
IDENTIFIERS- *Spontaneous Speech

Sociolinguistic Studies in a Data Base of Spoken Swedish (Sprakdata) is a project to describe the language from a semantic-communicative point of view. The purposes are to (1) investigate the possibility of grouping informants based on results of a semantic-communicative analysis of recorded spoken language and (2) examine possible interrelationships between these groups and social data. The language corpus consists of about 100 recordings of free conversation, comprising about 500,000 words. Detailed linguistic criteria concerning how a given message is communicated have been established for ten semantic-communicative categories. The categories emphasize modality and causal relations, attitudes toward the message receiver, and the form of the message. The corpus has been transcribed and coded for machine reading so that the linguistic analysis can be done interactively at display terminals. (MSE)

ED 277 329 HE 019 951

Special-Action Admission at California's Public Universities. Recommendatins for Strengthening an Alternative Route to Success at the University of California and the California State University. California Postsecondary Education Commission Report 86-27.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Sep 86

NOTE- 34p.

AVAILABLE FROM- California Postsecondary Education Commission, Second Floor, 1020 Twelfth Street, Sacramento, CA 95814 (free).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Ability; Academic Persistence; Academic Standards; *Admission Criteria; *College Admission; Eligibility; Enrollment Trends; Gifted; Higher Education; *High Risk Students; *Selective Admission; *State Universities; Trend Analysis; Undergraduate Study

IDENTIFIERS- *California State University; *University of California

The development and current status of "special-action" admissions at the undergraduate level are considered for the University of California and California State University, and recommendations are offered for strengthening the special-action admissions process. Special-action admissions provides some flexibility in admitting students who might benefit from enrolling but who could not qualify under regular standards. A historical perspective is provided of the development of these admission policies and practices at the University of California and California State University. Three policy issues are addressed: changing relations between regular and special-action admission criteria, the success of special-action admission and student support services in providing a viable route to and through the universities, and the use of special-action admission pool to analyze the validity of admission criteria. Changes in admission, enrollment, and persistence patterns since 1975 are examined to determine the impact of special-action admissions. (SW)

ED 277 455 PS 016 193

Smiley, Richard H.

The Alaska State Employee Child Care Survey.

South East Regional Resource Center, Juneau, Alaska.
SPONS. AGENCY- Alaska State Office of the Commissioner, Juneau.
PUB DATE- 11 Jan 85
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Demography; Disabilities; Early Childhood Education; Government Employees; *Needs Assessment; One Parent Family; *Parent Attitudes; *State Government; State Surveys; Urban Areas; Use Studies
IDENTIFIERS- *Alaska (Anchorage); *Alaska (Juneau)

A survey of Alaska State employees was conducted in Juneu and Anchorage to assess the child care needs of State employees who used child care services for children through 12 years of age or for handicapped children of any age. State employees who did not use child care services were also surveyed. A total of 2200 questionnaires assessing demographic, child, and attitudinal information were distributed to employees. Response rates were 42% in Juneau and 46% in Anchorage. Approximately 60 percent of the respondents were married females having two or fewer children, most frequently 26 to 35 years old, who frequently had annual family incomes over $40,000, infrequently received public day care assistance, and paid $200 to $400 per month per child for child care. Family day care was most frequently used. Center care was used more frequently in Anchorage. Day care was licensed approximately half of the time. Approximately one-third of all respondents felt that their child care needs were not being met. Over half missed 4 hours of work or less due to child care concerns. Three reasons for choosing particular child care services and the three most frequent criticisms of services were identified, along with preferences for employer-sponsored services. Responses of single parents were different from those of married respondents, as were those of employees not using child care services. (RH)

ED 277 469 PS 016 237

Betres, James; Toher, Gertrude

Children, Television and the Holiday Blitz.

PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Rockport, ME, April 30-May 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Childrens Television; *Elementary School Students; Grade 3; *Holidays; Primary Education; Television Research; *Television Viewing
IDENTIFIERS- *Gifts

Results of a small-scale study involving 20 third-grade students indicated that children who watch considerably less television than their peers nevertheless were effectively persuaded by virtue of what and when they watched. Additionally, while these children seemed to understand the functions of advertisments and had experienced prior dissatisfaction with them, they still appeared to be easily overwhelmed by the quantity and quality of holiday advertising campaigns. Teaching children about the persuasive techniques to which they are subjected will continue to be a necessary curriculum thrust. However, due to the recently implemented, overwhelming, and daily barrage of children-oriented marketing, parents and teachers must reach some consensus about the value of permitting children to maintain present viewing patterns. (RH)

ED 277 484 PS 016 264

"Now We Are Six": A Guide to Teaching First Grade.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-563-X
PUB DATE- 84
NOTE- 400p.; For related kindergarten and second grade teachers' guides, see ED 254 339 and PS 016 266.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Developmental Programs; *Elementary School Curriculum; *Grade 1; Guidelines; *Learning Centers (Classroom); Parent Participation; Planning; Primary Education; *Reading Instruction; Resource Materials; Scheduling; State Curriculum Guides; Student Evaluation; Teacher Student Relationship; *Thematic Approach
IDENTIFIERS- *New York

A continuation of a kindergarten manual, this guide to teaching first grade emphasizes the need for a classroom environment that is responsive to children's needs for concept development, language acquisition, and active exploration of the world. Use of learning centers is presented as a strategy for actively involving youngsters in their own learning. The acquisition of literacy is stressed, with many suggestions for reading and writing activities that combine skill development with growth in reasoning skills. First grade teachers will find practical suggestions on scheduling, organizing the classroom environment, involving parents, and assessing children's progress. Themes are used to integrate curriculum areas, such as social studies, mathematics, art, and physical education. Three fully developed themes are illustrated in the manual: friends, numbers around us, and brushes. They offer a variety of individual and small group activities suitable for children of various backgrounds and ability levels. Each theme includes sections on instructing the Limited English Proficient child in the first grade classroom. The nine sections of the manual concern: (1) the first days in grade one; (2) creating a learning environment; (3) the interactive teacher/the child of the week; (4) developing themes of study; (5) the literate child; (6) involving parents; (7) child assessment; (8) developmental skills and scope of curriculum areas; and (9) resources and references. (RH)

Educational Module on Environmental Problems in Cities. Environmental Educational Series 4.
United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.
REPORT NO.- ED-83-WS-87
PUB DATE- 83
NOTE- 200p.; For other publications in this series, see SE 047 645-652.

AVAILABLE FROM- UNESCO, Documentation and Information Centre, Sector of Education, 7 place de Fontenoy, Paris 75700, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Energy Education; *Environmental Education; Land Use; Learning Activities; Learning Modules; Pollution; Population Education; *Science Activities; Science Education; *Science Instruction; Social Studies; Transportation; *Urban Environment; Urban Problems; Water Pollution

The International Environmental Education Programme (IEEP) of UNESCO has determined that the enhancement of the quality of the built environment is a basic priority for future environmental action, particularly in Europe and North America. This experimental teaching module applies specifically to those two continents, and is intended for use by elementary and secondary school teachers in clarifying certain essential scientific concepts while discussing the environmental problems of cities. The document provides some overall guidelines for teachers, along with a glossary of terms and a bibliography. The major portion of the manual consists of information and teaching activities which deal with: (1) people and the city; (2) growth patterns and land use; (3) transportation; (4) urban climate (including air quality); (5) water quality; (6) urban solid wastes; (7) city noise problems; (8) nature in the city; and (9) energy. For each of the above sections the teacher is provided with background information and a list of concepts to be taught. Several activities then follow, and for each of them the appropriate grade level is identified, along with the emphasis of the activity, amount of time required, materials needed, objectives, and procedures. Each section ends with a suggested objective test and the answers. (TW)

ED 277 564 SE 047 560

Forbus, Kenneth D.; Gentner, Dedre
Learning Physical Domains: Toward a Theoretical Framework.
Illinois Univ., Urbana. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- UILU-ENG-86-1774; UIUCDCS-R-86-1247
PUB DATE- Dec 86
NOTE- 51p.
CONTRACT- N00014-85-K-0559
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; Computer Uses in Education; *Concept Formation; *Elementary School Science; Elementary Secondary Education; *Experiential Learning; Generalization; Learning Processes; Learning Strategies; *Learning Theories; Models; Physical Sciences; Prior Learning; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Concept Maps

People use and extend their knowledge of the physical world constantly. Understanding how this fluency is achieved would be an important milestone in understanding human learning and intelligence, as well as a useful guide for constructing machines that learn. This paper presents a theoretical framework that is being developed in an attempt to construct a computational account of human experiential learning in physical domains. Qualitative process theory is used to model portions of physical knowledge, and structure-mapping theory is used to characterize the computations that move a learner from one representation to another. This document outlines both theories and proposes a learning sequence for the physical domains. The stages of understanding which comprise the sequence are: (1) protohistories (prototype histories that serve as summaries of experience); (2) the causal corpus (a collection of causal statements computed from prototype objects and protohistories); (3) naive physics (models which replace causal statements with theories about specific mechanisms of change); and (4) expert models (discovering ways to resolve ambiguities and to construct powerful generalizations). A seven-page reference list is included. (TW)

ED 277 580 SE 047 682

Shrum, Harvey Earl
A Modified Instructional Strategy for Accelerative and Mastery Learning of Basic Arithmetic by Male Incarcerated Adults.
PUB DATE- Dec 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acceleration (Education); *Adult Basic Education; Arithmetic; Criminals; Educational Research; Males; *Mastery Learning; *Mathematics Instruction; *Remedial Mathematics; *Teaching Methods
IDENTIFIERS- *Mathematics Education Research

A randomized pretest-posttest-control group design study, replicated three times, each time with 24 subjects randomly selected and assigned to either a treatment or control group of 12 subjects each, was conducted to determine the effectiveness of a modified instructional strategy for accelerative and mastery learning of basic arithmetic by a male incarcerated population. A pretest was administered to test for initial group equivalence. The treatment phase lasted 6 weeks. Posttest for acquisition was administered, which was followed by a 2-week delayed test for retention. ANOVA allowed the rejection of the null hypotheses of no effect. The treatment resulted in higher posttest and retention test scores. (Author/MNS)

ED 277 596 SE 047 705

Chaffee, Dale Douglas
An Annotated Bibliography of Material Dealing with Mathematics Anxiety.
PUB DATE- Nov 86
NOTE- 41p.; Requirements for course S591--Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Research; Higher Education; Literature Reviews; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; *Research Utilization; Secondary Education
IDENTIFIERS- *Mathematics Education Research

The purpose of this paper is to provide educators with information about mathematics anxiety. The focus is on characteristics, causes, and possible solutions for victims of this disorder. The first section of the paper provides a statement of the problem defines the purpose, organization, and limitations of the study, and includes a glossary. The second section presents an annotated bibliography, divided into three parts: (1) what is math anxiety (definition, characteristics, causes, and symptoms); (2) who experiences the effects of math anxiety (results and significant factors); and (3) are there solutions to the problem (reduction and elimination of math anxiety). In the third section, these studies and other papers are summarized, conclusions are drawn, and 11 recommendations are listed, directed for the most part toward teachers and other educators. A 36-item bibliography is included. (MNS)

ED 277 256 FL 016 308

Williams, Colin H.
On Measurement and Application in Geolinguistics. Discussion Papers in Geolinguistics, No. 8.
North Staffordshire Polytechnic (England). Dept. of Geography and Recreation Studies.
PUB DATE- 84
NOTE- 35p.
AVAILABLE FROM- Dept. of Geography, North Staffordshire Polytechnic, Stoke-on-Trent, ST4 2DF, England ($2.50 including postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Contrastive Linguistics; *Geography; Language Attitudes; *Language Planning; *Language Research; Language Role; Language Variation; *Linguistics; *Measurement Techniques; Multilingualism; Research Methodology; *Research Utilization
IDENTIFIERS- *Geolinguistics; Wales

Geolinguistics is the developing branch of human geography concerned with the relationship of languages and their physical and human settings. It investigates the socio-spatial context of language use and language choice, measures language distribution and variety, assesses the relative usefulness and availability of different languages from various standpoints, examines variations in structures, and maps language relationships. Study of geographic variations in native language gains and losses in Wales, carried out for nearly a century in regular censuses, exemplifies the potential applications of geolinguistic analysis. As more practical solutions to the problems of multilingual societies are sought, the socioeconomic planning of language will gain importance. Geolinguistics, which increases awareness of the totality of language functions within a specific geographic area, can contribute to this process and to the recognition of language as an expression of unique identity. (MSE)

ED 277 358 IR 012 450

McCallin, Rose C.

Cognitive Structure Organization: A Theoretical View of the Instructional Development Process.

PUB DATE- 86
NOTE- 29p.; Paper presented at the Annual Meeting of the National Society for Performance and Instruction (San Francisco, CA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Concept Formation; Higher Education; *Instructional Development; *Learning Theories; *Models; Psychological Studies; Theories; Training
IDENTIFIERS- *University of Northern Colorado

Ten individuals in the Educational Technology Program at the University of Northern Colorado served as subjects for this study, which was designed to: (1) identify cognitive networks of concepts within components of a system design model for expert and novice instructional developers, and (2) determine cognitive networks of concepts between components of the model for both groups in order to examine the structure of 13 concept interactions for the instructional development process. Structures for both groups were analyzed according to median distances within and between concepts describing the analysis, design, and evaluation components of a learning system design model. Results were interpreted for distance and dispersion of experts' and novices' concept organization by determining the mean of the medians for each group and the standard deviations of the means. Findings showed experts' organization of concepts within the three components of the model to be more consistent with accepted structure of the instructional development process, and novices' structures to be more linear and less integrative in reference to the model. These results provide a framework for the theoretical interpretation of constructs underlying successful performance in instructional development. Such information can be used to guide selection, training, and assessment research of instructional developers. Attachments to this paper include a 19-item reference list, one figure, and five tables. (DJR)

ED 277 386 IR 051 729

Klingberg, Susan; And Others

Strategic Planning for ACRL. Final Report of the ACRL Strategie Planning Task Force.

Association of Coll. and Research Libraries, Chicago, Ill.
PUB DATE- 1 Jul 86
NOTE- 155p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Associations; *Library Planning; Library Services; *Long Range Planning; Mission Statements; Needs Assessment; *Objectives; Professional Development; Public Relations; Recruitment; *Research Libraries; Research Opportunities; User Needs (Information)
IDENTIFIERS- Association of College and Research Libraries

The 5-year plan of the Association of College and Research Libraries (ACRL) is presented, and the four goals of the plan are summarized: (1) to contribute to the total professional development of academic and research librarians; (2) to enhance the capability of academic and research libraries to serve the needs of users; (3) to promote and speak for the interests of academic and research librarianship; and (4) to promote study, research, and publication relevant to academic librarianship. In addition, the following aspects of the plan, planning process, and implementation are discussed: working principles underlying the plan; the planning model; the planning process; executive summary of goals, objectives and their sources; mission statement; strategic management directions; and implementation (overview, timeline, recommended changes in financial policies, development of the annual operating plan, and dissemination). A Member Needs Report, Strategic Factors Report, Strategic Audit Report, Resources Report, and "A Proposed Planning Process for the Association of College and Research Libraries" are appended. (KM)

ED 277 399 IR 051 742

Katzer, Jeffrey; And Others
Impact of Anaphoric Resolution in Information Retrieval. Final Report.
Syracuse Univ., N.Y. School of Information Studies.

SPONS. AGENCY- National Science Foundation. Washington, D.C. Div. of Information Science and Technology.
PUB DATE- Oct 86
NOTE- 369p.
GRANT- NSF-IST-8313716
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Abstracts; Algorithms; Classification; Comparative Analysis; Discourse Analysis; *Information Retrieval; *Relevance (Information Retrieval); Statistical Analysis; Tables (Data); *User Satisfaction (Information)
IDENTIFIERS- *Anaphora; *Automatic Content Analysis; Bibliographic Data Bases; Frequency Analysis; INSPEC; Linguistic Analysis; Psychological Abstracts; Referents (Linguistics); Weighted Term Searching

This project examines anaphora (the linguistic device of abbreviated subsequent reference to a concept) in information retrieval (IR) systems in order to develop procedures to recognize anaphors in text and distinguish between anaphoric and non-anaphoric uses of a given term, estimate the number of anaphors appearing in bibliographic records, and assess the effect on retrieval performance when anaphors are replaced by their referents. In the first phase of the study, rules were developed to form the basis for an automatic procedure to recognize anaphoric terms in bibliographic databases. An examination of the titles and abstracts of 600 documents revealed that only 3.67 true anaphors occurred in the average abstract, suggesting that the effect of treating these terms in some way to improve retrieval performance might be slight. In the second phase, 12 term weighting schemes were used to determine the relevance of each document to the corresponding query, and user's relevance judgements for the same searches were compared with the system's judgements for (1) searches using abstracts in which anaphors had been replaced with their referents, and (2) searches using abstracts with unresolved anaphors. These comparisons yielded mixed results, indicating that a straightforward substitution of referents for their anaphors will not improve retrieval performance in the majority of cases. It is concluded that future studies which treat document length more explicitly and study documents on an individual level are necessary. A bibliography is provided, and five lengthy appendices include the preliminary test and functional indexes, the retrieval experiment and functional indexes, results of the linguistic analysis, test results of rule sets, retrieval test results, and summaries of statistical results for searches of INSPEC and PsycINFO. (KM)

ED 277 413 JC 870 028

Banks, Debra L.
A Staff Development Plan for a Community College.
Pacific Association for Continuing Education, Vancouver (British Columbia).
PUB DATE- 19 May 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; *Faculty Development; Inservice Education; Needs Assessment; Professional Development; *Program Development; School Demography; School Personnel; School Surveys; *Staff Development; Staff Orientation; *Student Characteristics; Two Year Colleges

A project was undertaken to assess the staff development needs of faculty and staff at Mission College (California), and to formulate a 1-year staff development plan tied to budget allocations for such activities. In spring 1986, a needs assessment survey for staff development was administered to 62 classified staff members, 87 faculty members, 4 administrators, and 6 supervisory personnel. The staff was also asked to nominate representatives for the college's staff development task force. Study findings, which were based on an overall response rate of 42%, were combined with a compilation of findings from institutional research on student demographics and personnel profiles to develop the 1-year plan. The parts of the plan that were implemented included: (1) an orientation for new faculty at the beginning of fall semester, 1986; (2) a convocation for all faculty and staff during the second week of the fall term; (3) the continuation of minimal conference funding for all faculty; and (4) the planning of inservice programs using outside resource people. Appendices include survey instrument results, a summary of student demographics, a personnel profile of Mission College staff, and the staff development goal statement and final 1-year plan. (LAL)

ED 277 441 JC 870 069

Stindt, Julie

Affirmative Action in California Community Colleges.

California Community Colleges, Sacrame[illegible] Office of the Chancellor.
PUB DATE- Feb 87
NOTE- 310p.; Prepared under the direction of the Chancellor, with assistance provided by the Affirmative Action Ad Hoc Committee.
AVAILABLE FROM- California Community Colleges, 1107 Ninth St., Suite 600, Sacramento, CA 95814; Attention: Librarian ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; *Affirmative Action; College Faculty; *Community Colleges; *Employment Patterns; Employment Practices; Equal Opportunities (Jobs); Ethnic Distribution; Organizational Change; Personnel Integration; *Racial Composition; School Personnel; State Surveys; Teacher Integration; Two Year Colleges
IDENTIFIERS- *California

This report details the status of affirmative action in the California community colleges, recounting the actions taken by the colleges and districts to provide educational opportunities for underrepresented students. Introductory comments provide information about the report, the Affirmative Action Ad Hoc Committee, and data sources. The bulk of the report contains data showing 8-year trends by sex and ethnicity, new hires/promotions, compensation ranges, and age distribution related to the following: (1) executive/administrative/managerial staff; (2) professional/non-faculty staff; (3) full-time faculty; (4) part-time faculty; (5) secretarial/clerical staff; (6) technical/paraprofessional staff; (7) skilled crafts staff; and (8) service/maintenance staff. In addition, information is provided on opportunities for change and actions taken in 1983-85; separations/new hires/promotions by sex and ethnicity, compensation, and age distribution for the 106 community colleges; the 20 district offices; and the community college system as a whole. Definitions used in the Federal Higher Education Staff Information Survey are also included. (LAL)

ED 277 510 RC 016 038

LaFromboise, Teresa; Boesch, Kit

Circles of Women. Professionalization Training for American Indian Women. A Manual for Counselors, Teachers, Workshop Leaders and Trainers.

NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 86
NOTE- 127p.
AVAILABLE FROM- PEER, 1413 K Street, NW, 9th Floor, Washington, DC 20005 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *American Indian Education; Assertiveness; Behavior Patterns; *Career Planning; Communication Skills; Coping; Cross Cultural Training; Cultural Influences; *Females; Instructional Materials; *Leadership Training; Money Management; Professional Development; *Professional Training; Self Esteem; *Workshops
IDENTIFIERS- Professional Behavior; Professionalism; Professional Role

This manual is a resource guide for leadership training workshops for American Indian women. Section I of the manual presents an overview of critical issues involved in the professionalization of American Indian women, including (1) the traditional roles of Indian women, and their precedent for contemporary professional roles; (2) the major issues and problems facing Indian women today, particularly in terms of acculturation stress, difficulties in maintaining the extended family, and pressures for bicultural competence; and (3) professionalization as an extension of traditional roles and as a means of coping with contemporary problems. This section identifies obstacles faced by Indian women interested in professional careers and clarifies the need for skills training in various areas. Section II of the manual is a complete workshop series on: enhancing self-esteem, acquiring culturally appropriate assertiveness skills, planning careers both on and off the reservation, and developing financial management abilities. The workshop materials include a brief overview of the issue, options for presentation of a one-day or three-day agenda, specific training instructions and exercises with training worksheets, references, and suggested readings. Activities, modeling, feedback, and homework assignments are included along with a brief list of preparatory activities, logistics, and a workshop evaluation form. (LFL)

ED 277 225 FL 016 154

Svartvik, Jan
The Segmentation of Impromptu Speech.
PUB DATE- 82
NOTE- 17p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Computer Oriented Programs; *Computer Software; Dialogs (Language); *Discourse Analysis; Language Research; Linguistic Theory; Oral Language; Phrase Structure; *Research Methodology; *Speech Acts; Spontaneous Behavior; Structural Analysis (Linguistics); Syntax
IDENTIFIERS- *Spontaneous Speech

A computer program for classifying elements of a language corpus for large-scale analysis is discussed. The approach is based on the assumption that there is a natural unit in speech processing and production, called a tone unit. The program "tags" the five grammatical phrase types (verb, adverb, adjective, noun, and prepositional) to provide a basic syntactic description of each tone unit of a text. In the first part of the program, all complete words are tagged for word class. In the second part of the program, all word-class tags are scanned by tone unit, and labels assigned to grammatical phrases. Third, the tone units are analyzed from right to left. A demonstration of the program design analyzes some verb phrases. (MSE)

ED 277 272 FL 016 327

Stephens, Jill

EMP: A Diagnostic and Therapeutic Approach.

PUB DATE- 86
NOTE- 6p.; Revised version of a paper presented at a Meeting of the International Association of Teachers of English as a Second Language (Brighton, England, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; *Curriculum Design; Educational Assessment; *English (Second Language); *English for Special Purposes; Medical Education; *Medical Students; Pharmacists; *Physicians; Program Effectiveness; Researchers; Scientists; Second Language Instruction

A 2-year study examined the relevance of English-as-a-second-language instructional materials for students in health care fields. The study gathered specific information on common medical activities requiring the use of English and identified problem areas. A random sample of students of medicine, pharmacy, and research science was surveyed, the largest and most diverse group being the medical students. The results suggest that while English language courses fostering all language skills are ideal, emphasis is best placed on oral communication skills. They also suggest that courses designed according to actual student language needs rather than ability, and addressing specific individual language problems, would be most appropriate. A two-part program focusing on syntax, language functions, pronunciation, and vocabulary development in the first segment and on discussion and conference skills in the second segment is recommended for the professional groups included in the study. (MSE)

ED 277 287 HE 019 670

Silvers, Suzanne E.
Violent Crime, Hazing, and Arson on Campus.
New Jersey State Dept. of Higher Education, Trenton. Office of Statistics and Information Resources.
PUB DATE- 18 Aug 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Change Strategies; Community Colleges; *Crime Prevention; Higher Education; *Private Colleges; *School Security; Security Personnel; State Boards of Education; *State Colleges; State Surveys; *Violence
IDENTIFIERS- *Arson; Hazing; *New Jersey

The extent of violent crimes reported on New Jersey colleges and universities in 1985 is discussed, based on reports from the institutions. Recommendations for crime prevention made by the Chancellor's Special Advisory Committee on Violent Crimes, Hazing, and Arson on Campus are also considered. There were 477 reported incidents of violent crime, hazing, and arson on New Jersey campuses during calendar year 1985, a 35% increase over the number of reported incidents during 1984. The most prevalent violent crime for the past 3 years was assault. Of the total number of incidents reported for 1985, simple assault (62.7%) and aggravated assault (13.6%) constituted 76.3% of all incidents reported. These were followed by robbery (13.0%) and arson (6.1%). There were five reported incidents of hazing in 1985. Final recommendations made by the Chancellor's Special Advisory Committee emphasize the operation of crime prevention units and the provision of basic and special training of campus police/security. Data are provided on the incidents of violent crime on campuses compared with state violent crime rates for 1983-1985. A chart indicates crime prevention steps taken by private colleges and public two-year and four-year institutions. Members of the Special Advisory Committee are also listed. (SW)

ED 277 301 HE 019 918

Mannelly, Kathy Olson
Human Resource Development: Staff Development Begins with the Selection Process.
PUB DATE- Oct 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Employment Interviews; *Group Activities; Higher Education; Information Needs; *Job Application; *Personnel Selection; *School Personnel; Work Environment
IDENTIFIERS- *Pacific Lutheran University WA

A group interview process for filling job vacancies that is used by the Office for Student Life at Pacific Lutheran University is explained. The process has been effective for filling positions that require substantial interpersonal interaction. Objectives of the group interview process include: to ensure that all applicants receive the same information; to decrease the amount of staff time involved in filling positions; to increase the cost effectiveness of the interview process; and to enhance the development and increase the retention of employees. Specific activities that are involved in the application process, the information-giving session, and interviewing phase are outlined. In the application phase, the following activities are undertaken: developing a position description, circulating the position announcement, and seeking and screening applications. The information-giving phase, which is noncompetitive and lasts about 1 hour, provides accurate information about the position, working conditions, and the environment so that applicants can decide if they are interested in pursuing the position. A 15-minute break allows applicants who are no longer interested in the position to leave. The competitive interview phase determines the most qualified applicants. A diagram illustrates the group interview process. (SW)

Agreement between Bard College and the Bard College Chapter of the American Association of University Professors, 1986-1987.

American Association of Univ. Professors, Washington, D.C.; Bard Coll., Annandale-on-Hudson, N.Y.

PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Due Process; *Employment Practices; Faculty Promotion; Fellowships; Fringe Benefits; Grievance Procedures; Higher Education; Merit Pay; Personnel Policy; *Private Colleges; Retirement; Sabbatical Leaves; Teacher Dismissal; Teacher Employment Benefits; Teacher Salaries; Tenure
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Bard College NY; Disability Payments; Financial Exigency; Tuition Benefit Programs

The collective bargaining agreement between Bard College and the Bard College Chapter of the American Association of University Professors (AAUP) covering 1986-1987 is presented. Items covered in the agreement are: unit recognition, faculty notice of reappointment, tenure, adequate cause for dismissal, hearings, financial exigency, other dismissals and grievances, terms of dismissal, retirement, faculty workload, academic policy, research and travel, administrative services, housing, sabbatical leaves, promotion, merit pay, equity raises, salary, past practices, and nondiscrimination. Appendices provide information on the following fringe benefits: sick leave and disability, social security, workmen's compensation, unemployment insurance, retirement, Blue Cross/Blue Shield, major medical insurance, educational benefits, discount purchases, and professional development fellowships. A data sheet for merit raise consideration is included. (SW)

ED 277 344 IR 012 430

Donham, Jean

K-10 Media Skills Sequence. Iowa City Community School District.

Iowa City Community Schools, IA.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Literacy; Curriculum Guides; Elementary Secondary Education; Integrated Activities; *Library Instruction; *Library Skills; Literature Appreciation; Media Specialists; Production Techniques; Search Strategies; Visual Literacy
IDENTIFIERS- *Course Integrated Library Instruction

This district curriculum guide for teaching media skills in grades K-10 lists the skills that should be taught in grades K-6 and at the junior and senior high school levels. It is suggested that these skills be integrated into the classroom curriculum with emphasis on applications. The skills for grades K-6 are presented in five strands: (1) the base and applications skills that children need to become effective independent library users, including search strategies and use of various reference materials; (2) visual literacy skills, which focus on the interpretation of visual messages from picture books and films, and include critical thinking; (3) production skills, which are taught through student participation in the production of a drama, an audiotape, puppetry, and one camera based production; (4) computer skills, which include computer operation, history, applications, and components; and (5) literature skills, which are taught through the use of examples from critically acclaimed children's books. Enrichment activities are suggested for each of these strands. Base and applications skills building on those taught at the elementary level are listed for grades 7 and 8, while activities listed for senior high school students include review of research skills and strategies in conjunction with class assignments and the introduction of new reference sources. For grades 7-10, a symbol is given for each skill to indicate whether it is to be reviewed, introduced, or strongly emphasized at a given grade level. (DJR)

Murphy, Marcy; Bailey, Martha J.
An Investigation of the Managerial Competencies of Research Librarians: A Preliminary Report of a Council on Library Resources Grant, 1983-85.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Jan 86
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Administrator Attitudes; Administrator Characteristics; Administrator Qualifications; *Competence; Higher Education; Interviews; Job Performance; *Librarians; *Library Administration; Library Research; Literature Reviews; Middle Management; Models; Questionnaires; *Research Libraries

This preliminary report describes a project designed to formulate a competency model for research library managers as suggested input for job descriptions, recruitment and interviewing techniques, training, and curriculum review in the graduate professional programs. The objectives of the project are to identify the requisite managerial knowledges, skills, and attitudes required in research librarianship as input for the model, and to test, by means of a parallel study, the methodology proposed by King Research, Inc., for its New Directions in Library and Information Science Education project. Project methodology is described, including data gathering via interviews with 88 librarians from 11 research libraries, and the literature is reviewed. Comparisons of "Superior" middle managers, to "Average" middle managers, and of Assistant/Associate Directors to the two levels of middle managers are presented in textual and tabular form, and attitudes characterizing superior performers are discussed. Finally, implications and next steps for the project are considered, and the project budget is reported. Pertinent letters, project questionnaires, and the King Research, Inc. Attitudes Checklist are appended. (Author/KM)

ED 277 427 JC 870 045

MATC Fact Book, January 1987.
Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.
PUB DATE- Jan 87
NOTE- 167p.; Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Age; Class Size; *College Faculty; Community Colleges; Day Students; *Enrollment Trends; Evening Students; Full Time Equivalency; *Institutional Characteristics; Minority Groups; Multicampus Colleges; School Personnel; Two Year Colleges; *Two Year College Students

This 1986-87 fact book for Milwaukee Area Technical College (MATC) presents data on institutional characteristics, faculty and staff, full-time equivalent enrollments, student characteristics, and facilities for the MATC district and each of the college campuses. Highlights derived from an analysis of data and trends include the following: (1) enrollment in associate degree courses increased from 28.4% of headcount in fall 1980 to 40.7% of headcount in fall 1986 and from 51.96% of full-time equivalents (FTE) in 1980 to 57.2% of FTE in 1985; (2) the percent of minorities enrolled increased from 24.0% in day classes in fall 1980 to 30.5% in fall 1986; (3) a majority of enrollees were female in both day and evening classes throughout the 1980s; (4) first semester day headcount enrollment increased from 15,666 in 1985-86 to 16,115 in 1986-87, while evening headcount enrollment decreased from 20,322 to 18,544; (5) associate degree fall headcount enrollment decreased from an all-time high of 14,946 in 1985-86 to 14,527 in 1986-87; and (6) college-parallel fall day and evening total headcount increased to 1,857 in 1986-87 from 1,783 in 1985-86 after dropping from 2,387 in 1984-85. (HB)

ED 277 524 RC 016 052

Whiteman, Henrietta
Historical Review of Indian Education: Cultural Policies United States Position.
PUB DATE- 86
NOTE- 6p.; Paper presented at the Inter-American Indian Congress (9th, Santa Fe, NM, October 28-November 1, 1985). For related document, see RC 016 051.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; American Indians; Bilingual Education; *Educational History; Educational Legislation; *Educational Policy; *Educational Quality; Elementary Secondary Education; *Federal Indian Relationship; Federal Legislation; Government Role; Multicultural Education; Postsecondary Education; *Self Determination
IDENTIFIERS- Indian Education Act 1972; Indian Self Determination Education Assistance Act

Beginning in the year 1568, American Indians were thrust into an alien educational environment in which their languages--the very expressions of their tribal cultures--had no relevance or validity from the perspective of their teachers. The evolution of educational policy as it has affected Indians was initially tied to land transfer and acquisition, and it has been consistently assimilative in its orientation. The church, the federal government, and the schools could not and would not allow Indians to remain Indians. These three most powerful institutions in the United States all tried to change Indians, and they exerted intense pressure aimed at suppressing Indian cultures and Indian languages. The failure of the United States to educate Indian children continued until 1972 when Congress enacted the Indian Education Act specifically to meet the unique educational needs of American Indians at all levels of education. Indian involvement is a legislative mandate in the planning, implementation, and evaluation of all Indian education programs funded under the Act. This is also a key provision of the Indian Self-Determination and Education Assistance Act of 1975. Indian involvement and self-determination have characterized federally funded education programs since the 1970s. (JHZ)

ED 277 537 SE 047 609

Building Bridges: Summary Report of the 1985-86 ACS Prehigh School Science Mini-Grant Project.
American Chemical Society, Washington, D.C.
PUB DATE- 86
NOTE- 12p.
AVAILABLE FROM- American Chemical Society, Education Division, Prehigh School Science Program, 1155 Sixteenth St. NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemistry; *Cooperative Planning; Educational Cooperation; Elementary Education; *Elementary School Science; Inservice Teacher Education; Instructional Improvement; Models; *Physical Sciences; Science Education; *Science Instruction; *Science Programs; *Teacher Workshops
IDENTIFIERS- *American Chemical Society

The American Chemical Society (ACS) sponsored a conference for educators and chemists to design strategies for implementing the recommendations made in the 1984 ACS publication, Priorities, Partnerships, and Plans: Chemistry Education in the Schools. Participants submitted proposals for mini-grant funding to the ACS Prehigh School Science Program of which ten were awarded. This report presents highlights of the final reports of each funded project. The strategy, findings, and impact are outlined for each state model. State models and projects include: (1) Oregon (curriculum guide for classroom demonstrations); (2) Alabama (inexpensive science activities); (3) Indiana (hands-on teacher workshop); (4) Minnesota (state conference for elementary teachers); (5) Connecticut (workshop on science demonstrations); (6) Colorado (workshop for middle school physical science teachers); (7) Ohio I (videotape of a physical science classroom lesson); (8) Ohio II (two-day workshop for elementary teachers); (9) Washington, D.C. (demonstration of a kitchen chemistry kit); and (10) Pennsylvania (hands-on workshops for fifth and sixth grade teachers). Also included is a statement of how the projects addressed the needs of elementary science. (ML)

ED 277 242 FL 016 199

Magrath, Douglas
A "Hands-On" Approach to Teaching English for Science.
PUB DATE- 83
NOTE- 15p.; Paper presented at the Summer Meeting of the Teachers of English to Speakers of Other Languages (Toronto, Canada, July 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabs; College Second Language Programs; College Students; Communicative Competence (Languages); Course Organization; *English (Second Language); *English for Science and Technology; *English for Special Purposes; *Experiential Learning; *Field Experience Programs; Higher Education; Program Development; Realia; *Sciences; Second Language Instruction; Second Language Learning

IDENTIFIERS- Rhodes College TN

A college course in English as a second language for the sciences that combines field experience with language learning is outlined. The proposed course includes two components: (1) a core course of both relevant scientific content and language, including grammar, vocabulary, reading, and writing presented topically; and (2) visits to sites and laboratories where the language is used in a natural setting. The core course is oriented to the size and language level of the anticipated class and is offered in a traditional classroom environment. It stresses language functions and grammar useful for immmediate communicative needs and includes any special forms pertaining to the specialty field. Reading is taught even to beginners, and ideally, reading and writing assignments are linked to the on-site experience. Additional opportunities for comprehensible input include lectures, demonstrations, science laboratories, and other subject-area discourse phased into the course gradually. The successful use of the approach with a group of Saudi Arabian students is also described. (MSE)

ED 277 330 HE 019 952

College & University Employees, New York State, 1985-86.
New York State Education Dept., Albany. Information Center on Education.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; *College Faculty; *Employment Patterns; Full Time Faculty; *Higher Education; Institutional Characteristics; Middle Management; Part Time Employment; Part Time Faculty; Private Colleges; Professional Personnel; Proprietary Schools; Salaries; *School Personnel; State Colleges; State Surveys; Tenure; Two Year Colleges
IDENTIFIERS- *New York

New York State college and university personnel data for 1985-1986 are presented for various types of institutions. Employment trend data are included by sector for 1983-1986. Data are provided on the number of full-time and part-time employees by position, and the number of men and women employed by position and by institutional classification. The following groupings are covered: total state, total public, State University of New York, City University of New York, independent, proprietary, two-year, and four-year and higher. Data are also provided for categories within the sectors (e.g., university colleges). The trend data, which are given by position and full-time and part-time status, are provided for the entire state and for public, independent, and proprietary institutions. The following positions are covered: executive, administrative, managerial; instructional faculty; other professional; and nonprofessional. Additional tables cover: tenure status and salary for teaching faculty on 9-month and 12-month contracts; and the number and percent distribution of instructional faculty by racial/ethnic origin and sector. (SW)

Keeping Track: Tracking Systems for High Risk Infants and Young Children.

National Center for Clinical Infant Programs, Washington, DC.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 85
NOTE- 98p.; Document based on a meeting sponsored by Project Zero to Three, supported by the Division of Maternal and Child Health (Salt Lake City, Utah, 1984). Some of the appended items have small or faint print.
GRANT- NCJ-11327-01-1
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Criteria; *Delivery Systems; *High Risk Persons; *Identification; *Infants; Neonates; Objectives; Parent Role; Program Descriptions; Questionnaires; Responsibility; State Programs; *Young Children
IDENTIFIERS- *Infant Tracking System; Iowa; Maryland; North Carolina; Texas; Utah; Washington

Representatives of several states met to identify basic elements of a tracking system designed to ensure that disabled and at-risk infants and their families receive continuous and appropriate services to improve health and developmental outcome. Discussants explored six clusters of questions concerning the following: realistic goals and rationale; criteria of client inclusion and discharge, including related ethical issues and range of risk categories; instruments and techniques needed for optimal tracking and linkage to services; awarding primary responsibility for the system and what effect this choice will have on the terminology used; and parent role. Experiences with tracking systems in Washington, Maryland, North Carolina, Utah, Iowa, and Texas contributed to the discussion. Materials from those six states comprise the appendices, which are the main content of the document, and include forms for recording data on children, program comparisons, program descriptions, and program guidelines and procedures. The Iowa High Risk Infant Followup Program is represented by a comprehensive medical form. North Carolina guidelines and procedures with sample forms are included virtually in their entirety as a reference for those interested in reviewing how one state-wide tracking system functions. (RH)

ED 277 498 RC 016 012

Teller, Charles H.; Butz, William P.
Circular Migration and Young Child Malnutrition in Guatemala.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
REPORT NO.- RAND-P-7187
PUB DATE- Oct 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Population Association of America (Pittsburgh, PA, April 14-16, 1983).
AVAILABLE FROM- Rand Corporation, 1700 Main Street, P. O. Box 2138, Santa Monica, CA 90406-2138 ($4.00; 25% discount on orders of 25 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Welfare; Failure to Thrive; Foreign Countries; Health Needs; High Risk Persons; *Migrant Children; Migrant Problems; Migrant Workers; *Migration Patterns; *Nutrition; Population Distribution; Regression (Statistics); *Rural Areas; *Socioeconomic Status
IDENTIFIERS- *Guatemala; Latin America

This paper examined the relationship between temporary migration and childhood malnutrition in Guatemala and questioned whether migration patterns or low socioeconomic status produced a special risk group. The study emphasized policy implications of high priorities placed on population redistribution in Latin American governments and the consequences of circular migration on social well-being. Data were obtained from a 1974-76 field survey of birth spacing, infant mortality, and child development in four rural Guatemalan communities and a longitudinal study of nutrition, physical growth, and mental development conducted during 1969-76 in the same communities. Study results illustrated the advantages of retrospective survey instruments and the importance for policy purposes of classifying circular migrants into distinct groups, i.e., perennial, occasional, or commuter. The study found negative associations between father's seasonal migration and child's nutritional status when the child stayed home; children who accompanied their fathers actually experienced better nutritional status. Both perennial patterns of seasonal migration and specific migration episodes were associated with changes in nutritional status and suggested characteristics for identifying at-risk populations for program interventions. Accompanying data include migrant status, socioeconomic characteristics of migrant/nonmigrant groups, variables in regression analysis, and nutritional status regressions with detailed migration characteristics. (LFL)

ED 277 565 SE 047 661

Howe, Robert W.

Survey of Selected ERIC Users--1986.

Council of ERIC Directors.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Dec 86
NOTE- 57p.
AVAILABLE FROM- SMEAC Information Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Feasibility Studies; Information Science; *Information Services; *Information Utilization; *National Surveys; Opinions; Questionnaires; Surveys; *User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- *ERIC

Several projects were undertaken in 1986 for the purpose of maintaining and improving the ERIC system. This report focuses on one of the projects that involved two surveys of users of the ERIC system and its products. Survey I consisted of a stratified sample of 500 ERIC Standing Order Customers (SOCs). These sites subscribe to the ERIC microfiche collection and represent the heaviest users of ERIC. The respondents represented all types of SOCs and included 70 percent of the state departments of education and school districts that subscribe to the ERIC microfiche. Survey II was a sample of 200 administrators and teachers selected from a list of 2,800 schools surveyed periodically since 1969 by the SMEAC Information Reference Center at The Ohio State University. In addition, a sample of 50 administrators and teachers were sampled in Ohio. Each survey is described in terms of its: (1) sample population; (2) data collection procedures; and (3) data results and analysis. A summary is provided as well as a discussion of specific user recommendations. Appendices contain survey letters and questionnaires. (ML)

ED 277 581 SE 047 683

Adams, Harold S.; Lipford, Michael L.

The Great Smoky Mountains National Park: Its Use as a Natural Laboratory for General Biology.

PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biology; Camping; *College Science; Ecology; Environmental Education; *Experiential Learning; Field Instruction; Field Studies; *Field Trips; Group Dynamics; Higher Education; Outdoor Education; Physical Education; Science Education; *Science Instruction
IDENTIFIERS- *Environmental Education Programs; *Great Smoky Mountains National Park

Extended field trips have the potential to provide students with direct experience in learning about the natural world, as well as opportunities for the development of group cohesiveness. This document describes a program developed by a community college in which general biology students spend 3 days in the Great Smoky Mountains National Park. The program is intended to: (1) afford students the opportunity to study in the non-walled laboratory of the outdoors; (2) allow students to obtain, by direct experience, a better understanding of a natural environment that has been minimally disturbed by humans; (3) exemplify biological principles learned throughout the course, from the cell to the ecosystem; and (4) meet the needs of students in a non-traditional manner. In addition to the opportunity to learn biology in an experiential way, students were offerred the option of credit in hiking and backpacking, since the outdoor skills associated with such

activities were taught as well. Two different trips are described, including pre-trip and post-trip activities, and the benefits of this type of field-based instruction are discussed. (TW)

ED 277 597 SE 047 706

Funk, James E.
Computer Programming in the Secondary Mathematics Curriculum.
PUB DATE- 87
NOTE- 31p.; Requirements for course S591--Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Literacy; Literature Reviews; Mathematics Achievement; Mathematics Curriculum; *Mathematics Instruction; *Programing; *Research Utilization; Secondary Education; *Secondary School Mathematics; Sex Differences; Student Attitudes
IDENTIFIERS- *Mathematics Education Research

This paper reports on research related to computer programing in the secondary school mathematics curriculum. The first section gives the background and nature of the problem, explains the organization and limitations of the study, and defines the terms used. The second section presents an annotated bibliography, organized into four parts. The first part includes: (1) studies on computer literacy; (2) uses of computers in education; (3) content to be taught in the secondary mathematics curriculum; and (4) characteristics of student programmers. The second part concerns the effect of the computer on student attitudes. The effect of the computer on student mathematical achievement is the focus of the third part, and the final part involves gender differences and the computer. In the third section of the paper, a summary of the annotated reports is given, followed by conclusions and four recommendations. A 26-item bibliography of works cited concludes the paper. (MNS)

ED 277 210 EC 191 718

Selected Readings for Parents of Preschool Handicapped Children. Bibliography No. 86-1.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- Jul 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Child Development; *Child Rearing; Coping; *Disabilities; Family Life; Human Services; Intervention; *Parent Child Relationship; Parent Education; *Parenting Skills; Parent Materials; Periodicals; *Preschool Children; Preschool Education; Skill Development; Toys; Young Children
IDENTIFIERS- Early Intervention

This bibliography presents a representative selection of books and periodical articles (most published since 1979) for parents concerned with guiding the development of their preschool handicapped children. The first section lists 29 books and articles addressing major parental issues and concerns such as parenting skills, coping, advocacy, family life, home care, services; and specific disabilities including blindness, wheelchair-bound, neurological impairments, learning disabilities, and cerebral palsy. The bibliography's second section lists 15 citations dealing with activities for developing skills in preschool handicapped children. Ideas for toys, games, and other developmental activities are presented in these resources. Nine periodicals for parents of preschool children (some especially for parents of exceptional children) are cited in the next section, followed by four periodicals for preschool (but not necessarily exceptional) children. Seven related bibliographies and 19 reference circulars, covering such areas as accessibility, attitudes toward handicapped people, braille, and spoken-word recordings, are listed in the final section. (CB)

ED 277 257 FL 016 309

Fichtner, Edward G.
A Functional Syntax of German.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adverbs; Comparative Analysis; English; *German; *Grammar; Negative Forms (Language); Nouns; Phrase Structure; Second Language Instruction; *Sentence Structure; Structural Grammar; Surface Structure; *Syntax

Students in intermediate language courses, especially conversational courses, can benefit from a simple set of instructions for combining words and phrases into sentences. A description of the basic concepts determining word order in German--the fundamental sequence of clause elements, the "infrastructure," and the movement rules by which the various forms of the finite clause may be generated, i.e., declarative sentences, direct and indirect yes-no and information questions, and noun clauses after "dass and ob"--are presented. This model is then expanded to include the common adverbs "auch, gern, immer, mehr, nicht, nie, noch, and schon" singly and in certain combinations. An examination of several problems of negation in German which arise from contrasts with their English counterparts is included. (Author/MSE)

ED 277 387 IR 051 730

Miller, R. Bruce
Systems Office Organization. SPEC Kit 128.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Oct 86
NOTE- 118p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave. NW, Washington, DC 20036 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; *Library Administration; *Library Automation; Library Personnel; *Occupational Information; Online Systems; Organization; *Personnel Data; Personnel Selection; *Research Libraries; Systems Analysis; Systems Development
IDENTIFIERS- Organization Charts

Based on responses solicited from 26 Association of Research Library (ARL) members reflecting a variety of systems office configurations, this report describes the configurations at several ARL institutions and presents some major organizational patterns for systems offices and their relationship to the larger library organization. Original documents discuss the following topics: (1) Staff Position and Matrix Organization (Brown University, University of Houston, and Indiana University); (2) Line Organization (University of Cincinnati, Columbia University, Cornell University, University of Georgia, Harvard University, Massachusetts Institute of Technology, University of Michigan, New York University, Purdue University, Rutgers University, and Yale University); and (3) Multicampus University Support (University of California Division of Library Automation, University of California at Berkeley, University of California at Los Angeles, University of California at San Diego, Florida Center for Library Automation, University of Florida, and University of Missouri). A System and Procedures Exchange Center (SPEC) order form, note on the uses of SPEC Kits, evaluation form, and bibliography of related SPEC Kits and Office of Management Studies (OMS) publications are also provided. (KM)

ED 277 456 PS 016 207

Schwartz, Sydney L.

Kindergartners Having Microcomputer Experiences: A Descriptive Study.

PUB DATE- Mar 85
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Interests; *Educational Experience; Interpersonal Relationship; *Kindergarten Children; Learning Activities; Learning Strategies; *Microcomputers; Primary Education; *Programing; Selection; Social Behavior; *Teaching Methods

IDENTIFIERS- *Keystroke LOGO

Five-year-old children's activity choices were examined in an early childhood classroom setting designed to foster interactive microcomputer activities. It was hypothesized that engaging and sustaining the children's active involvement with interactive computer experiences would be very difficult, due to their limited academic skills. Further, it was expected that 5-year-olds would not develop even the simplest programing skills. The primary computer activity made available to the children was Keystroke LOGO. They were additionally provided opportunities to become involved with various materials, such as kindergarten blocks, colored cubes and pattern cards, crayons, and small stuffed animals. Ten children were enrolled in the first of three 8-week cycles of weekly 90-minute sessions, 12 were enrolled in the second, and 11 in the third cycle which was for children who showed a sustained interest in computer experiences during the first two cycles. All sessions were videotaped and additional data were collected through tape recordings, activity records, and anecdotal records. Findings are reported which concern the basic characteristics of the cycles, the nature of children's involvement, children's learning strategies, computer "wisdom," and teachers' strategies. It is concluded that, contrary to the initial hypotheses, some 5-year-old children will choose interactive microcomputer activities, but none will develop programing skills in even the simplest form, although directly taught at timely moments. (RH)

ED 277 552 SE 047 647

Environmental Education: Module for Pre-Service Training of Teachers and Supervisors for Primary Schools. Environmental Educational Series 5.

United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.

REPORT NO.- ED-83-WS-91

PUB DATE- 83

NOTE- 192p.; For other publications in this series, see SE 047 645-652.

AVAILABLE FROM- UNESCO, Documentation and Information Centre, Sector of Education, 7 place de Fontenoy, Paris 75700, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Ecology; Elementary Education; *Elementary School Science; Energy Education; *Environmental Education; Environmental Influences; Global Approach; Higher Education; Interdisciplinary Approach; Land Use; Political Science; *Preservice Teacher Education; Science and Society; Science Education; *Science Instruction; *Social Studies; Teacher Education; *Teaching Methods; Water Quality

A series of experimental modules for teachers has been developed under the direction of the International Environmental Education Programme (IEEP) of UNESCO. This particular module focuses on the pre-service training of elementary school teachers and supervisors in environmental education. Section 1, Content for Environmental Education, traces the historical and philosophical development of environmental education and provides a knowledge base about the environment and its problems. This includes information on ecosystem dynamics, and the biophysical and sociocultural components of environments. Problems (both natural and human made) arising from interactions in the environment are addressed along with steps which might be taken in dealing with such problems. Section 2, Methodology for Environmental Education, offers strategies for including environmental education in the curriculum and describes some pedagogical approaches. In addition, it discusses evaluation and management of environmental education in the elementary classroom. A bibliography is included. (TW)

ED 277 226 FL 016 155

Ostman, Jan-Ola
The Symbiotic Relationship between Pragmatic Particles and Impromptu Speech.
PUB DATE- 82
NOTE- 33p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Discourse Analysis; Language Research; Language Usage; Linguistic Theory; *Oral Language; *Pragmatics; *Research Methodology; Semiotics; Sociolinguistics; *Speech Acts; *Spontaneous Behavior; Standard Spoken Usage
IDENTIFIERS- *Spontaneous Speech

The role of pragmatic particles such as "you know," "I guess," and "man," which occur primarily in spontaneous speech are examined. Pragmatic particles and impromptu speech are defined in terms of prototypes and the social and cognitive causes for the two phenomena are discussed. A distinction is made between core and peripheral pragmatic particles, and the concept of impromptu speech is extended beyond spoken language. The analysis finds impromptu speech and pragmatic particles to be influenced by the same psychosocial causes, planning and politeness, and to have a close surface relationship in terms of cooccurrence, characterized as symbiotic. (MSE)

ED 277 273 FL 016 332

Burtoff, Michele
Haitian Creole Literacy Evaluation Study. Final Report.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Haitian Centers Council, Inc., Brooklyn, NY.
PUB DATE- 19 Dec 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; Adults; Comparative Analysis; *English (Second Language); *Ethnicity; *Haitian Creole; *Literacy Education; *Native Language Instruction; Outcomes of Education; Second Language Learning; *Self Esteem; Time Factors (Learning); Uncommonly Taught Languages

The question whether individuals receiving prior native language (Haitian Creole) literacy instruction develop greater proficiency in the second language (English) than those receiving only second language instruction is explored. Subjects were adult Haitians in the New York City area who were provided with instruction during the course of the study. The report describes the study's structure, the content of the literacy and English courses, and the results obtained. The findings revealed that those who received native language literacy instruction developed comparable English proficiency and greater literacy skills than the English-only group, supporting the provision of native language literacy instruction in addition to second language instruction. The study also found anecdotal evidence that the beneficial outcomes of native language literacy extend beyond second language proficiency to include improved confidence and motivation. (MSE)

ED 277 288　　　　　　　　　　HE 019 821

Teaching and Research in International Law in Asia and the Pacific. Report of a Regional Consultation Meeting Including Nine Country Status Surveys (Seoul, Republic of Korea, October 10-13, 1984). Social and Human Sciences in Asia and the Pacific. RUSHSAP Series on Occasional Monographs and Papers, 11.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 85
NOTE- 271p.
AVAILABLE FROM- UNIPUB, 10033/F Martin Luther King Jr. Highway, Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; College Programs; Foreign Countries; *Geographic Regions; Higher Education; *International Law; Legal Education (Professions); Regional Cooperation; *Research
IDENTIFIERS- *Asia; Australia; India; Indonesia; Japan; Korea; *Pacific Islands; Pakistan; Philippines; Sri Lanka; Thailand

Information on teaching and research in international law for countries of the Asia-Pacific region is presented in proceedings of a 1984 conference sponsored by the United Nations Educational, Scientific, and Cultural Organization. In addition to a regional overview, suggestions are offered for promoting regional cooperation in international law. Challenges in the teaching and study of international law, problems areas for students graduating in international law, and problems of the profession are considered. Status reports for nine countries on teaching and research in international law are provided by conference participants as follows: Australia (James Crawford), India (M. L. Upadhyaya), Indonesia (Komar Kantaatmadja), Japan (Onuma Yasuaki), Republic of Korea (Chi Young Pak), Pakistan (M. A. Mannan), The Philippines (Adolfo S. Azcuna), Sri Lanka (A. R. B. Amerasinghe), and Thailand (Vitit Muntarbhorn). Appendices include: a conference program, list of participants and brief introductory conference addresses by Jae Hoon Choi, E. Hyock Kwon, Bong-shik Park, and Yogesh Atal. (SW)

ED 277 302 HE 019 919

Carmichael, J. W., Jr.

Predictors of First-Year College Mathematics Grades for Black Americans.

PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Black Colleges; *Black Students; Calculus; *College Mathematics; Females; *Grades (Scholastic); Higher Education; Males; *Mathematics Achievement; *Predictor Variables; Regression (Statistics)
IDENTIFIERS- *Xavier University of Louisiana

The use of linear regression to identify variables that predict grades of black students in precalculus and calculus I was studied at Xavier University of Louisiana, a historically-black institution. The predictive power of the variables for black males and females was also assessed. These two mathematics courses are prerequisites for students wishing to study health fields. Entering freshman majoring in biology, chemistry, or pre-pharmacy in the fall semesters of 1981 and 1982 were studied. Of this population, 135 females and 81 males studying precalculus and 100 females and 64 males studying calculus I were evaluated. The following variables showed some potential for predicting grades in both precalculus and calculus at Xavier: high school grade point average (GPA), composite score on the American College Testing (ACT) program, vocabulary scores on the Nelson-Denny Reading Exam, and English and mathematics subsections of ACT. The ACT composite score was the single best predictor for precalculus, high school GPA was the best for all students taking calculus, and grade in precalculus was the best predictor of calculus. The variables predicted the grades of both sexes equally well, in contrast to other research that indicates that traditional criteria have more predictive power for black females than for black males. (SW)

ED 277 316 HE 019 936

Agreement between Wilberforce University and Wilberforce University Faculty Association, September 1, 1986 through August 31, 1989.

American Association of Univ. Professors, Washington, D.C.

PUB DATE- 1 Sep 86

NOTE- 44p.; This document supersedes ED 257 410.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Freedom; Academic Rank (Professional); Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Workload; Grievance Procedures; Higher Education; Leaves of Absence; Librarians; Personnel Policy; Records (Forms); Retrenchment; Teacher Dismissal; Teacher Salaries; Teaching Conditions; Tenure; Unions

IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Dues Checkoff; Financial Exigency; Personnel Files; Union Rights; *Wilberforce University OH

The collective bargaining agreement between Wilberforce University and Wilberforce University Faculty Association covering the period September 1, 1986-August 31, 1989 is presented. Items covered in the agreement include: unit recognition, dues checkoff, nondiscrimination, university rights, university governance, academic freedom, academic rank, tenure, division chairpersons and personnel procedures, personnel files, new appointments, evaluation and professional development, termination, faculty retrenchment, academic responsibilities and workload, professional librarians but not the chief librarian, working conditions/support services, association privileges, leaves, salary, fringe benefits, retirement, grievance and arbitration, nongrievable articles, no strike/lockout, and separability. A payroll deduction authorization form is included. (SW)

ED 277 359 IR 012 456

Evaluator's Guide for Microcomputer-Based Instructional Packages. Developed by MicroSIFT, a Project of the Computer Technology Program. Sixth Revision.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-924667-07-9
PUB DATE- Mar 86
NOTE- 48p.; For the original guide, see ED 206 330.
CONTRACT- 400-80-0105
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies, $3.00 each; discounts on larger orders are available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Courseware; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Guidelines; *Microcomputers
IDENTIFIERS- *MicroSIFT

This guide developed by MicroSIFT, a clearinghouse for microcomputer-based educational software and courseware, provides background information and forms to aid teachers and other educators in evaluating available microcomputer courseware. The evaluation process comprises six stages: (1) sifting, which screens out those programs that are not instructional in nature and determines a package's operational readiness and hardware compatibility; (2) package description, including program format, instructional purpose and technique, type of package, available documentation, and the hardware configuration necessary for its use; (3) gathering field data from evaluation experts at the K-12 level; (4) verification of the first draft of the review by the producer of the software; (5) final drafting and production of the review; and (6) dissemination of the courseware evaluation. Forms for the second (descriptive) and third (evaluative) phases are provided, together with explanations of the kinds of information needed and discussions of some of the factors to be considered in completing various sections of the forms. Definitions of five terms are provided in the introductory section, four modes of distribution for the 535 evaluations published by MicroSIFT during its 5-year history are listed, and four sample reviews conclude the guide. (DJR)

ED 277 400 IR 051 743

Library Programs. HEA Title II-C. Abstracts of Funded Projects. 1986.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-86-100-bc
PUB DATE- Oct 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; Academic Libraries; Cataloging; *Federal Aid; Higher Education; Library Collection Development; Library Cooperation; *Library Services; Library Statistics; Preservation; *Program Descriptions; *Research Libraries; Special Libraries; State Programs
IDENTIFIERS- *Higher Education Act Title II C

This brochure provides information about projects funded in 1986 by grants under the Higher Education Act Title II-C Program, a program which assists major research libraries in maintaining and strengthening their collections, and in making their holdings available to individual researchers, scholars, and other libraries. The following information is provided for each of 38 funded projects: (1) institution; (2) project director; (3) program focus; (4) grant period; (5) FY 86 funding; (6) grant number; and (7) a summary of the project goals and activities. In addition, seven tables include an analysis of the FY 86 applications; state project and funding totals for FY 78 to FY 86; an analysis of FY 86 grants by major activity; totals and percentages of major activities for FY 78 to FY 86; a summary of program funding records; a summary of major activity for FY 78 to FY 86; and a summary of joint projects for FY 78 to FY 86. (KM)

Slaughter, Randi; Broussal, Laurent R.
Collegiality and the California Community Colleges.
PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Convention of the California Association of Community Colleges (57th, Anaheim, CA, November 13-16, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; College Administration; College Faculty; College Governing Councils; College Planning; *Community Colleges; *Faculty College Relationship; *Governance; *Participative Decision Making; Teacher Role; Two Year Colleges

The collegial ideal of shared authority is needed as community colleges move into the 1990s. The impact of the Rodda Act of 1976, which introduced collective bargaining into California schools and colleges, has been significant and has changed the form and substance of collegiality to include willingness to change one's position, to seek consensus, to be open to compromise in all areas of academic life, from curriculum planning to budget and hiring. As community colleges move farther away from the secondary education model, the role of faculty must be enhanced. Continuing governance in a "business as usual" fashion with a minority of teacher activists participating in governance by means of collective bargaining will result in a strong adversarial presence in management-faculty relations and little institutional loyality among teachers. This situation could deteriorate further if academic senates and faculty committees fail to play a significant role in governance. By far the best scenario would involve faculty participation in a full range of organizational processes, and a shift in the locus of the teachers' role from the periphery to the centers of decision making and policy formation. Faculty and administrators both agree that unless collegiality becomes a part of the colleges' operational mode, the institutions would never succeed in carrying out their mission in a productive efficient manner. While these groups may differ in their recommendations concerning how collegiality can be fostered and how administrator-faculty relations can be rebuilt, both acknowledge the importance of taking the first steps toward the goal of shared authority. Appendices contain a list of 25 suggestions for the renewal of collegiality. (LAL)

Cohen, Arthur M.
Community College Involvement in the Education of Adults: A Progress Report Submitted to the Carnegie Foundation for the Advancement of Teaching.
Center for the Study of Community Colleges, Los Angeles, Calif.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
PUB DATE- 1 Feb 87
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Education; *College Role; *Community Colleges; *Community Services; *Continuing Education; Distance Education; Enrollment Trends; Financial Support; Job Training; National Surveys; School Recreational Programs; Two Year Colleges; Vocational Education

In fall 1986, as part of a study of community college involvement in the education of adults, telephone interviews were conducted with administrators responsible for continuing education and community services at 95 randomly selected public, two-year colleges. The interviews sought information on enrollment trends, funding, and course initiation in the areas of adult basic education (ABE), short-term vocational classes, continuing education for professionals, recreational and avocational courses, customized job training, distance learning, and programs for special populations. Among the major findings were: (1) 98% of the colleges offered short-term vocational courses, and 94% offered continuing education for professionals; (2) during fall 1986, the responding colleges served 271,400 adults in the seven program areas covered by the survey; (3) short-term vocational training, professional continuing education, and customized job training accounted for 49% of enrollments; (4) in terms of past and projected enrollments, ABE was the fastest growing area; (5) three factors were found to influence program trends; i.e., decisions by the college staff, decreased state reimbursement for recreational/avocational courses, and the use of off-campus facilities; (6) limited staff time was found to be a major constraint on the initiation of new contracted programs with business and industry; and (7) ABE and vocational training were the programs most often subsidized with state or federal monies. (EJV)

ED 277 442 JC 870 072

Kelly, Diana
Adult Learners: Implications for Faculty.
PUB DATE- 11 Dec 86
NOTE- 48p.; Graduate seminar paper, Claremont Graduate School.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Programs; *Adult Students; *Andragogy; College Faculty; Community Colleges; Curriculum Development; Higher Education; Learning Motivation; Learning Strategies; Program Development; Student Characteristics; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Fullerton College CA

Drawing from a review of the literature, this paper explores the role of university and community college faculty in teaching the growing number of adult students and potential adult students. First, section I offers background on the growth in adult enrollments at Fullerton College (California). Next, section II profiles the adult college student, exploring the social, psychological, and demographic characteristics of the adult learner; barriers for adult learners; the motivations of adult learners; and the implications of these characteristics for college educators. Section III reviews studies of adult learning, exploring the learning capacity of adults and their preferences for highly structured instruction, innovative learner-centered activities, and relevant content. Adult learning theories and teaching methods are highlighted in section IV, touching on the andragogical use of self-directed learning, learning contracts, structured inquiry, competency-based education, and experiential learning. Section V focuses on teaching techniques for adult students. It begins by posing some philosophical and practical questions about how adults should be taught, and then offers guidance for using andragogy in teaching, utilizing methods which require active participation, facilitating discussion, and teaching students to teach themselves and others. This section also includes a discussion of the special aspects of corporate training programs. Finally, section VI presents a summary and recommendations. (EJV)

ED 277 485 PS 016 265

Dromi, Esther; Fishelzon, Gil-li
Similarity, Specificity and Contrast: A Study of Early Semantic Categories.
PUB DATE- Apr 86

NOTE- 9p.; Paper presented at the Annual Stanford Child Language Research Forum (18th, Stanford, CA, April 4-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Stages; Foreign Countries; *Infants; *Language Acquisition; *Vocabulary Development
IDENTIFIERS- *Developmental Patterns; *Israel

The underlying semantic structure of the complete lexicon of four Hebrew-speaking infants at the one-word stage of lexical development was examined. Particular attention was given to the timing of word acquisition and the patterns of identified relationships among words. Three types of interrelationships among early words were explored: (1) relations between equivalent members of the same category; (2) relations between contrast and synonymity; and (3) relations between superordinate-subordinate terms. Data were recorded in diary form by infants' mothers. In an end-state analysis, the complete lexicon of each child during the last week of study was partitioned into semantic fields of adult language. Subsequently, in a developmental analysis, the course of generation of each semantic class was traced and changes over time in the underlying structure of each category were evaluated. Findings suggested that the one-word stage is divided into two developmental phases. During an initial phase mainly unrelated words are learned. Lexical acquisition is characterized by a horizontal covering of as many categories as possible, each containing only a few members. In the second phase, an abrupt change in the rate of learning new words is evident. This phase is characterized by a vertical differentiation within existing categories and by much faster and more efficient acquisition. During the second phase, the child lexicalizes much finer distinctions than before. (RH)

ED 277 258 FL 016 310

Language for All: An Analysis of the Importance of Language in Post-16 Education. An Occasional Paper.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-948621-25-7

PUB DATE- Jul 86

NOTE- 76p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Bias; Bilingualism; Change Strategies; Communication Skills; Communicative Competence (Languages); Curriculum Development; Educational Change; *Educational Policy; *Educational Strategies; English Instruction; Faculty Development; Language Attitudes; *Postsecondary Education; Program Effectiveness; *School Policy; Second Language Instruction; Second Language Learning

IDENTIFIERS- Communicative Approach; *United Kingdom

All teachers are teachers of language, whether they recognize it or not, but the importance of language for learning, training, and vocational competence is underemphasized in much postsecondary education. As a result, performance in language for specialized purposes is declining and employers are dissatisfied. An adequate education in language must include options for skill development in a variety of languages including English, community, and foreign languages and should provide an interdisciplinary approach to language use and learning. Language learning objectives should be explicit and openly discussed in the classroom, and English language use requirements in standardized tests should no longer discriminate against working class and bilingual students. A common communicative core language curriculum using different starting points has been proposed in several curriculum and testing plans. All colleges should develop a broad, interdisciplinary language policy and make organizational changes to implement it. Postsecondary level language learning is effective only when negotiated by teacher and student through adequate procedures. (MSE)

ED 277 331   HE 019 953

Suddick, David E.; Collins, Burton A.

A Longitudinal Cross Validation of a Basic Skills Testing Remediation Paradigm for Older, Reentry College Juniors.

PUB DATE- Apr 86

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Academic Persistence; Academic Standards; *Basic Skills; *College Students; Comparative Analysis; English; Higher Education; Language Skills; Longitudinal Studies; Mathematics Skills; *Minimum Competency Testing; Prerequisites; *Reentry Students; *Refresher Courses; Student Attrition; Upper Division Colleges

IDENTIFIERS- *College Juniors

A basic-skills testing remediation model for older, reentry college juniors was studied longitudinally and cross-validated against previous findings. Attention was directed to the rates of academic success and attrition for students entering an upper-division university in 1981 as juniors and seniors and majoring in business administration. The outcomes for this population were compared to those of students entering college in 1980. Both groups were studied for 3 years. Skills were assessed by the "Test of Standard Written English and by algebra tests of the "Descriptive Tests of Mathematics Skills." Students not meeting minimum competency levels were required to pass English or mathematics courses. Of 138 juniors and seniors entering in 1981, 95 met requirements of the test remediation policy by passing the examinations and/or equivalent courses. Students meeting the basic skills requirements had higher grade point averages and lower attrition rates than those not meeting the requirements. (SW)

ED 277 345 IR 012 431

Steinhaus, Kurt A.

Learning Auditory Discrimination with Computer-Assisted Instruction: A Comparison of Two Different Performance Objectives.

PUB DATE- 31 Jul 81
NOTE- 148p.; Master's Thesis, Eastern New Mexico University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Auditory Discrimination; Behavioral Objectives; Cognitive Style; *College Freshmen; *Computer Assisted Instruction; Higher Education; Hypothesis Testing; Instructional Effectiveness; *Intermode Differences; Measures (Individuals); Multivariate Analysis; *Music Education; Pretests Posttests; Statistical Significance; *Student Attitudes

A 12-week study of two groups of 14 college freshmen music majors was conducted to determine which group demonstrated greater achievement in learning auditory discrimination using computer-assisted instruction (CAI). The method employed was a pre-/post-test experimental design using subjects randomly assigned to a control group or an experimental group after a 3-week period of using CAI. A treatment of specifically defined objectives was administered to the experimental group, while the control group was told to continue to improve. A statistical analysis of the data found that there was a significant gain in music achievement between the pre- and post-tests, but there was no significant difference between the achievement of the experimental group and that of the control group. Attitudinal questions and observations indicated that the general attitude towards CAI was very positive, and a learning styles inventory showed that the information gained would be helpful to the instructor in directing the use of CAI by some students. It was concluded that, although the study showed CAI to be a valuable supplement to student learning of auditory discrimination, different types of objectives and different ways of administering objectives should be considered in future studies.

Supporting data and tests and forms used during the study are appended, and an extensive bibliography is provided. (DJR)

Dunstan, Peter
Librarianship: The Challenge of the Information and Electronic Revolution.
PUB DATE- 21 Apr 86
NOTE- 8p.; Paper presented at the Commonwealth Scientific and Industrial Research Organization (CSIRO) Librarians' Conference (April 21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Foreign Countries; *Futures (of Society); Information Dissemination; Information Systems; Information Technology; Information Transfer; Librarians; *Library Networks; *Library Role; Library Science; Online Systems; *Technological Advancement
IDENTIFIERS- *Australia; *Commonwealth Scientific Ind Res Org (Australia)

Librarians need to take the initiative and seize the opportunities presented by a changing environment and society's demands for greater access to information. New technologies such as laser disks, machine indexing, telefacsimile, microcomputer applications, and fiber optics are having an immense impact on the practice of librarianship, and the role of the librarian is widening as the profession moves towards providing consulting services in a wide range of information-related areas. The reference librarian of the future will be more closely involved with research into better ways of providing information to users--e.g., making computer systems more friendly, creating more sophisticated databases, testing new technologies, and experimenting with different approaches to information--yet the emphasis on personal contact must not be lost. Today, the role of CSIRO (Commonwealth Scientific and Industrial Research Organization) in ensuring effective access to and use of knowledge is more important than ever, requiring an information professional of the highest standing. This professionalism will guarantee an excellent CSIRO scientific and technological information resource for Australia. (KM)

ED 277 511 RC 016 039

Mounts, Deborah Davis
The Bi-National Migrant Child. A Research Project.
San Diego County Dept. of Education, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Sep 86
NOTE- 161p.; A Product of Migrant Education, Region IX. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Classroom Environment; Comparative Analysis; Educational Discrimination; Educational History; *Educational Practices; Elementary Secondary Education; *Equal Education; Ethnography; Foreign Students; Mathematics Education; *Mexicans; Migrant Children; *Migrant Education; Migrant Problems; Parent Participation; Parent School Relationship; Reading Instruction; Student Characteristics; Student Mobility; Teacher Attitudes
IDENTIFIERS- *California (French Camp); Cultural Values; *Mexico

Using ethnographic research design, this study documents educational/social consequences of international migration on children of migrant farmworkers traveling between home bases in Villa Mendoza and Acuitzeramo, Mexico, and French Camp, California. The study reviews conditions faced in school (racial isolation, language minority status, different cognitive style, inadequate assessment, non-caring attitudes) and society (belief that success is the individual's responsibility and minorities are subordinate). It presents an historical overview of the Mexican educational system and considers factors influencing educational effectiveness (church, social stratification, political economy, presidents and their priorities). Chapters describe Mexican and American states and towns where children move to and from; analyze similarities/differences in the educational systems (bureaucracy, calendars, schedules, objectives, leadership roles); discuss difficulties encountered by parents in dealing with the binational educational maze; and discuss teacher attitude as it affects quality of parental involvement and classroom practices. Other chapters examine records of migrant students showing how teacher attitude becomes "cemented" in report cards to such an extent that they become more a forum for reflection of teacher values than of student performance/achievement; compare math and reading curricula in the two countries; provide portraits of three migrant families; and outline findings and recommendations for policy makers and teachers. (NEC)

ED 277 525 RC 016 053

Medicine, Beatrice
Contemporary Cultural Revisitation: Bilingual and Bicultural Education.
PUB DATE- 86
NOTE- 6p.; Paper presented at the Inter-American Indian Congress (9th, Santa Fe, NM, October 28-November 1, 1985). For related document, see RC 016 051.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at.. " (150) Journal Articles (080)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; *Bilingual Education; Educational History; Educational Legislation; *Educational Policy; Educational Quality; Elementary Secondary Education; Federal Indian Relationship; *Multicultural Education; Postsecondary Education; *Relevance (Education); *Self Determination
IDENTIFIERS- *Community Controlled Education; Rough Rock Demonstration School AZ

Since the enactment of the Indian Reorganization Act of 1934 many manifestations of self-determination and community control have surfaced in Native communities. During the 1940s the United States Indian Service attempted to initiate cross cultural education but had limited success. The 1960s saw significant education but had limited success. The 1960s saw significant change in Indian education at the postsecondary level when student activism brought about the establishment of ethnic studies programs and courses on Native culture and languages. The 1967 passage of Title VII of the Elementary and Secondary Education Act greatly stimulated interest in the bilingual education of Native children. The Rough Rock Demonstration School is one example of a successful bilingual, bicultural program. Navajo is the language of instruction for beginning students, and cultural studies continue with a strong emphasis upon written Navajo, which is possible because of a standardized Navajo orthography and the support of the Navajo Curriculum Center. The Indian Self Determination Act of 1977 has fostered community control of schools and given new hope to many Indian parents. Cultural revitalization and restoration has resulted from education from a native perspective. The current need is for evaluations of Native education, conducted by Native researchers and shared with Native communities. (JHZ)

ED 277 538 SE 047 619

Bond, Jennifer Sue
The Science and Technology Resources of West Germany: A Comparison with the United States. Special Report.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-86-310
PUB DATE- Mar 86
NOTE- 59p.
AVAILABLE FROM- National Science Foundation, Washington, D.C. 20550 (Single copy, free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Comparative Analysis; Economic Development; Financial Support; Foreign Countries; Government Publications; Higher Education; Institutional Research; International Relations; *International Trade; *Investment; Research Administration; Research and Development; Science and Society; Science Education; Scientific Research; *Technological Advancement; Technology; Trend Analysis
IDENTIFIERS- *West Germany

West Germany has traditionally excelled in science and technology. During the past 20 years, it has increased its expenditures and personnel for research and development to the extent that it has now reached a level of research and development investment that is comparable to that of the United States. This document profiles West Germany's scientific and technological investments and outputs since 1970, and compares them with those of the United States. The introduction explains the responsibilities for scientific research and development that exist within the federal and state levels of the West German government. The major portion of the report then compares West Germany and the United States with regard to: (1) national research and development patterns; (2) government efforts in research and development; (3) special West German science and technology organizations; (4) industrial research and development; (5) research and development in higher education; and (6) science and technology outputs and impacts. The appendices include technical notes and statistical tables. (TW)

ED 277 582 SE 047 684

Scientific Futures. Selected Areas of Opportunity for the Office of Science and Technology Policy, the National Science Foundation, and Selected Federal Departments and Agencies.

Institute of Medicine (NAS), Washington, D.C.; National Academy of Engineering, Washington, D.C.; National Academy of Sciences, Washington, D.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 71p.; Prepared by the Committee on Science, Engineering, and Public Policy--a joint committee of the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine.
CONTRACT- LDA8501382
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biological Sciences; Futures (of Society); Government Publications; *Innovation; Medical Research; Physics; Problem Solving; *Research and Development; *Research Opportunities; Science and Society; Science Education; Scientific Research; *Technological Advancement; Technology Transfer; *Trend Analysis

In response to the President's Office of Science and Technology Policy request to identify promising areas for U.S. research investment in science and technology, this report contains briefings by outstanding researchers in several fields of science. This volume is the fifth in a series of briefings which are used to anticipate important new avenues for research and to help establish priorities for funding. The papers focus on applications of science and technology which could result in economic and social benefits. Panel reports presented in this volume examine: (1) the science of interfaces and thin films (addressing research and management issues and applications for microelectronic technologies); (2) decision making and problem solving (explaining theories and extensions of theories related to problem solving); (3) protein structure and biological function (identifying research goals and summarizing technological advances); and (4) prevention and treatment of viral diseases (citing recent advances in molecular virology). This volume also includes a listing of the research briefing topics from previous reports. (ML)

ED 277 598 SO 017 105

Indiana Arts in Education Resource Guide.

Indiana Arts Commission, Indianapolis.; Indiana State Dept. of Education, Indianapolis.; Young Audiences of Indiana, Indianapolis.

PUB DATE- 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Art Education; Curriculum Development; Educational Resources; Elementary Secondary Education; *Fine Arts; *Program Development; *Visual Arts
IDENTIFIERS- Indiana

This resource guide is designed to provide a starting place for planning and implementing programs in arts education. A short introductory section outlines the publication's purpose and describes sponsoring organizations. A section entitled "Program Planning for Arts Education" is divided into four subsections which provide a rationale for arts education, a detailed guide for planning an arts program, arts advocacy information, and a description of the Indiana Alliance for Arts Education. The bulk of the document is the section on resources. Separate subdivisions contain annotated listings for Indiana art museums, galleries, and associations; arts service organizations; dance; historical organizations; literature and media, local arts agencies; multi-arts; music; theater; and national organizations. A 27-item annotated bibliography concludes the document. (LP)

ED 277 211 EC 191 719

Special Education: Parent and Student Rights.
Texas Education Agency, Austin. Div. of Special Education.
PUB DATE- Sep 86
NOTE- 30p.; Also available in Spanish and Braille, and tape recordings are available in Spanish, English, and Vietnamese.
AVAILABLE FROM- Texas Education Agency, Publications Distribution, 1701 N. Congress, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Discipline Policy; *Due Process; Educational Diagnosis; Elementary Secondary Education; Extracurricular Activities; Graduation Requirements; Handicap Identification; Individualized Education Programs; *Parent Rights;

Public Education; Pupil Personnel Services; *Special Education; *State Standards; Student Evaluation; Student Placement; *Student Rights
IDENTIFIERS- *Texas

This booklet delineates the educational rights of Texas parents, their handicapped children, and adult handicapped students. Twenty key terms used in the booklet, such as surrogate parent, adult handicapped student, and mediation, are defined in the first section. Rights of parents and students are described in each of the areas covered in the booklet, including: specific notice of meetings, services, and actions; comprehensive individual assessment; independent educational evaluation; Admission, Review, and Dismissal Committee; Individual Educational Plan development; related services; educational placement; extracurricular activities; discipline of handicapped students; graduation; complaint, mediation, and hearing process; and procedures regarding education records. The booklet also includes information on agencies providing low-cost or free assistance and information to parents, and an explanation and chart presentation of the child-centered process used in Texas public schools. (CB)

ED 277 227 FL 016 156

Even-Zohar, Itamar
The Emergence of Speech Organizers in Renovated Language: The Case of Hebrew Void Pragmatic Connectives.
PUB DATE- 82
NOTE- 17p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coherence; Connected Discourse; Diachronic Linguistics; *Discourse Analysis; Form Classes (Languages); *Hebrew; Language Patterns; Language Research; Language Universals; Language Usage; Linguistic Theory; *Oral Language; *Pragmatics; *Spontaneous Behavior; Standard Spoken Usage; Uncommonly Taught Languages; Yiddish
IDENTIFIERS- *Connectives (Grammar); *Spontaneous Speech

The idea that "natural speech" as well as written discourse can be organized is now commonly accepted. There is also evidence that natural speech contains more coherence indicators than written texts do. This article proposes that one type of organizer, pragmatic connectives such as "therefore, then, thus, while, however, but" that have become void or depleted because they serve no real semantic function, emerged in Hebrew as the language gained its modern spoken form. These void pragmatic connectives (VPCs) entered the language with other transferred forms because the need for simulation of impromptu speech was pressing. It is argued that as Hebrew became established as a spoken language, the VPCs lost their connection with the culture they were drawn from and were later augmented by independent VPCs emerging within vernacular Hebrew. This suggests that the emergence of VPCs and other discourse organizers in languages follows a universal principle, with a larger repertoire emerging in vernacular than in literary language. (MSE)

ED 277 243 FL 016 215

Donmall, B. G., Ed.
Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6.
Centre for Information on Language Teaching and Research, London (England).
REPORT NO.- ISBN-0-903466-99-6
PUB DATE- 85
NOTE- 264p.; Sponsors of the activities of the Language Awareness Working Party: the Bell Educational Trust, Centre for British Teachers Limited, and the Hilden Charitable Fund. For individual papers and reports, see FL 016 216-226.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Applied Linguistics; Behavioral Objectives; Child Development; Children; Correlation; Course Evaluation; *Cross Cultural Training; *Cultural Awareness; Elementary Education; English Instruction; Evaluative Thinking; Foreign Countries; *Introductory Courses; Language; Language Acquisition; *Language Role; *Linguistics; *Literacy Education; Middle Schools; Second Language Instruction; Second Language Learning; Teacher Education; Testing; Transfer of Training
IDENTIFIERS- Australia; Great Britain; *Language Awareness

Papers sponsored by the Language Awareness Working Party, a task force of Great Britain's National Congress on Languages in Education concerned with common concerns of professionals in all areas of native and second language instruction, include: "The Report of the Language Awareness Working Party"; "Language Awareness in Six Easy Lessons" (J. M. Sinclair); "Methodology Related to Language Awareness Work" (A. J. Tinkel); "Requirements of a Language Awareness Programme for the Primary to Middle Years" (Florence Davies); "Language Awareness in a Child Development Course--A Case Study" (P. J. Downes); "Evaluation and Assessment" (B. G. Donmall, J. M. Sinclair, A. J. Tinkel); "Some Implications of Language Awareness Work for Teacher Training (Pre-Service and In-Service)" (B. G. Donmall); "Transfer, Knowledge, and Skill in Second Language Development" (S. H. McDonough); "The Relationship between Graded Objectives and Testing in Foreign Language Teaching and Language Awareness Work" (M. Byram); "Some Aspects of Australian Experience with Language Awareness Courses" (T. J. Quinn, M. Trounce); and reports of courses and initiatives in participating schools. Appendices include a 16-page bibliography, maps showing where language awareness activities are taking place, and a list of schools carrying out language awareness work. (MSE)

ED 277 303 HE 019 920

Ervin, Leroy; Tomlinson, Louise M.
Implications of the New Criteria for Developmental Studies.

PUB DATE- 16 Jan 86
NOTE- 10p.; Paper presented at the Annual Research Conference of the Institute of Higher Education (3rd, Athens, GA, January 16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Admission Criteria; College Applicants; *Developmental Studies Programs; Evaluation Criteria; Higher Education; High School Graduates; *Remedial Programs; Secondary Education; State Aid; State Legislation; Teacher Education
IDENTIFIERS- *Southern Association of Colleges and Schools

The impact of the Southern Association of Colleges and Schools' new criteria for developmental studies is addressed. The criteria have implications for new standards for high school graduation and college admission. Since the existence of developmental studies programs is contingent upon standards of college admission, teacher training will, in part, be a determining factor in directions for postsecondary remedial programs. Without some changes in teacher training, there is likely to be considerable numbers of high school graduates in 1988 and later who do not meet the new standards and will have to seek provisional admission into developmental studies programs. There is also a need for some continuous need-based formula in legislation that would equalize implementation of the new criteria. Finally, the assessment and evaluation of the use of the new criteria at the secondary level will also be an influential factor in determining new directions for postsecondary remedial programs. The direction of developmental studies programs will be influenced partly by the interpretation of data from quantitative and qualitative investigations. Overall, the impact of the new criteria on developmental programs will be very gradual. (SW)

ED 277 457 PS 016 208

Weiss, Heather Bastow
Prepared Statement of Heather Bastow Weiss at the Hearing on the Diversity and Strength of American Families, U.S. House of Representatives Select Committee on Children, Youth, and Families (Washington, D.C., February 25, 1986).
PUB DATE- 25 Feb 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Programs; *Family Programs; Local Issues; *Policy Formation; Prevention; *Public Policy; Research Needs; *Social Influences; *Social Support Groups
IDENTIFIERS- *Program Characteristics

To assess the nature and importance of family support and education programs which have increased in number during the last decade, this prepared statement addresses three questions: (1) What is known about the ways in which context, defined as factors outside the nuclear family, affects a family's capacity to rear its children and build a fulfilling family life? (2) What are the main characteristics of family support and education programs and how do they strengthen, reinforce, and empower families? (3) Do such programs offer a common ground on which policy makers from a variety of perspectives can stand in order to promote the development of children and families? It is argued that the steady proliferation of family support and education programs from the grass-roots level, rather than from the federal level, reflects a systemic reaction to the paradox that contemporary families are faced with increasing stress at the same time that they are asked to assume a larger role in the care of dependents. It is further argued that these family support and education programs also reflect broader national debates about social policy for families in that they ask: What can governmental and other community institutions do to enhance the family's capacity to help itself and others? A reference list of over 30 items is included. (RH)

ED 277 471 PS 016 241

Snow, Catherine, Ed.
Special Report of the Governor's Task Force on Day Care.
Tennessee Governor's Task Force on Day Care, Nashville.
PUB DATE- Aug 86
NOTE- 63p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Agency Role; *Day Care; Early Childhood Education; *Educational Quality; *Employer Supported Day Care; Government Role; *Needs Assessment; *Program Development; State Government
IDENTIFIERS- *Tennessee

In response to the growing need for day care in Tennessee, the Governor's Task Force on Day Care was appointed to encourage the development of more and better day care opportunities for the children of working parents. Three committees were established to develop recommendations. The Access to Day Care Committee identified the types of day care in short supply and recommended ways to improve the availability and accessibility of care. The Quality of Day Care Committee examined issues related to quality including parent involvement, provider training, and standards of care; and developed recommendations on ways to improve the quality of day care. The Employer Support for Day Care Committee developed ways to encourage more awareness about day care among employers and more support for day care in industry and small business. Following an executive summary and introduction to the report, day care services in Tennessee are described in terms of availability and type of day care, and the role of the state government. Then, each committee's recommendations are presented, along with general background information, findings, and supporting material. The specific agencies and groups responsible for the implementation of the recommendations are indicated in the appendices. Agency, department, and staff liaison to the task force are also listed in the appendices. (RH)

ED 277 499 RC 016 013

Native American Children, Youth, and Families. Part 1. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, Second Session (Seattle, WA, January 7, 1986).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 86

NOTE- 288p.; Sections of document contain small type. For Parts 2 and 3, see RC 016 014-015.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- American Indian Culture; American Indian Reservations; *American Indians; *Child Welfare; Community Problems; Dropouts; Drug Abuse; *Economic Climate; Employment Programs; *Family Problems; *Federal Aid; Federal Indian Relationship; Health Conditions; Hearings; Prevention; Program Descriptions; Rehabilitation Programs; Sexual Abuse; Tribes; Unemployment; Urban American Indians; Youth; *Youth Programs

IDENTIFIERS- Congress 99th; Indian Child Welfare Act 1978; United States (Northwest)

The House Select Committee met to receive testimony from representatives of Northwest tribes about conditions affecting Native American children and their families. Eloise King of Colville Confederated Tribes (Washington) summarizes a wide range of human needs and recommends that Congress make funding available directly to tribes. John Navarro and Donna Olson discuss employment needs and opportunities including the Tribal Employment Rights Officers (TERO) ordinance. Lynne Walks-on-Top views economic and social problems facing the Spokane Tribe. Jeannette Whitfield of the Coeur D'Alene Tribe discusses the impact of the Indian Child Welfare Act. Marie and Diane Starr describe the Muckleshoot Youth Home (Washington) and other human service programs. Cheryl Henderson Peters and Lucy Shaffer-Peterson describe the Skokomish Sexual Abuse Prevention and Treatment Program. Marilyn Bentz of the American Indian Study Center focuses on urban Indians and the federal-Indian relationship. William Burke describes the Umatilla Tribe's child welfare services in Oregon. Sylvester Sahme and Bernice Mitchell outline the health services and needs of the Confederated Tribes of Warm Springs (Oregon). Janice Lopeman of the Squaxin Island Tribe (Washington) explains the use of community boards to mediate cases involving children and families. Woody Verzola describes the Indian Street Youth Program for dropouts. This report includes prepared statements, letters, and supplementary materials. (JHZ)

ED 277 566 SE 047 666

Sherman, Lawrence W.; And Others

Cooperative Strategies in Secondary Mathematics and Science Classes: Three Comparative Studies.

PUB DATE- Nov 86

NOTE- 30p.; Papers presented at the Annual Meeting of the School Science and Mathematics Association (Lexington, KY, November 22, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Competition; Conference Papers; Cooperation; Educational Research; *Goal Orientation; *Group Activities; Mathematics Instruction; Science Instruction; Secondary Education; *Secondary School Mathematics; Secondary School Science; Student Motivation; *Teaching Methods

IDENTIFIERS- *Mathematics Education Research; *Science Education Research

This document presents reports of three studies focused on cooperative pedagogical strategies. The first concerns individualistic and cooperative goal structures in high school mathematics achievement. Two general mathematics classes were taught a unit on percents, one with a cooperative and the other an individualistic goal structure. The cooperatively goal structured classroom demonstrated significantly higher posttest achievement scores than the individualistic group. The second paper is on cooperative learning in ninth grade remedial mathematics classes. One class used a modified team approach, while the other used an individualistic goal structure including class lecture, individual seatwork, and homework. Significant increase in mean post-test scores was obtained, suggesting that cooperative strategies are effective. The third paper is written on cooperative versus competitive reward-structured secondary science classroom achievement. Two biology classes were taught an identical unit, one in an individually competitive structure and one using a cooperative structure called the group-investigation model. No significant differences were found. (MNS)

ED 277 274 FL 016 334

Sanchez, James Joseph
Enumerative Bibliography of Contemporary Karakalpak Language. Tucson Applied Linguistics Group Bibliography 29.
Tucson Applied Linguistics Group, AZ.
PUB DATE- Nov 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Diachronic Linguistics; *Grammar; Idioms; *Instructional Materials; *Language Research; *Lexicology; Linguistic Borrowing; *Morphology (Languages); *Phonology; Syntax
IDENTIFIERS- *Karakalpak; USSR

This bibliography lists 31 citations of research reports, books, journal articles, and other publications concerning Karakalpak, one of the smaller languages of the Soviet Union which has an Autonomous Soviet Socialist Republic. The citations are also indexed by reverse chronological order, country of origin, and subject. (MSE)

ED 277 317 HE 019 939

Morrison, James L.
Environmental Scanning Activities in Higher Education as Reported at the 1986 Annual Meetings of AAHE, AIR, and SCUP.
PUB DATE- Dec 86
NOTE- 15p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *College Planning; Community Colleges; Economic Factors; *Educational Policy; *Futures (of Society); Higher Education; Long Range Planning; National Organizations; Political Influences; *Prediction; Private Colleges; Professional Associations; Social Change; State Universities; Technological Advancement; *Trend Analysis
IDENTIFIERS- American Association for Higher Education; Association for Institutional Research; *Environmental Scanning; Society of College and University Planning; *Strategic Planning

Environmental scanning activities in higher education were described in forums at the 1986 annual meetings of the American Association for Higher Education (AAHE), the Association for Institutional Research (AIR), and the Society of College and University Planning (SCUP). The forums were held to determine the extent of environmental scanning activities in U.S. higher education and to form networks of individuals interested in adapting the techniques to their schools. Environmental scanning is increasingly being used by colleges to promote planning. The major benefit of an environmental scanning/forecasting system is to provide critical information for strategic planning. Such a system allows the institution to detect social, economic, technological, and political trends and potential events that define the context of the future. In turn, decision-makers can anticipate what is happening in the state, region, nation, and world that will affect the nature and quality of the institution and its educational programs. Summaries of environmental scanning activities at 15 colleges and 3 additional projects/systems are provided, based on descriptions by individuals who attended the 1986 forums. Plans for sessions on environmental scanning at the 1987 annual meetings of AAHE, AIR, and SCUP are also described. (SW)

ED 277 360 IR 012 459

ITV Resources in the Defined Minimum Program, 1986-87 Curriculum Guide.

South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.

PUB DATE- 86
NOTE- 38p.; A guide for use of Instructional Television Programs presented over the South Carolina Educational Television Network, in meeting curriculum needs in elementary, junior high and senior high levels of instruction. For the 1985-86 Curriculum Guide, see ED 268 980.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Curriculum Development; *Educational Television; Elementary Secondary Education; Resource Materials; State Curriculum Guides; State Programs; Statewide Planning; Teaching Methods
IDENTIFIERS- *Basic Skills Assessment Program; *South Carolina

This guide is designed for use by superintendents, district directors of instruction, curriculum writers, principals, and teachers in identifying and selecting instructional television (ITV) that will aid their schools in meeting specific instructional requirements of the Defined Minimum Program and continuing objectives of the Basic Skills Assessment Program (BSAP) for South Carolina schools. The 193 instructional television series referenced in this guide are grouped under the following subject areas: (1) language arts; (2) foreign language; (3) mathematics; (4) natural science; (5) social studies; (6) environmental studies; (7) computer education; (8) music, drama and dance; (9) art; (10) fine arts; (11) health and safety; (12) physical education; (13) driver education; (14) exploratory; (15) home economics; (16) guidance; (17) education for the handicapped; and (18) substance abuse. Titles are organized by grade level (elementary, middle-junior high, or secondary) and information for each title includes curriculum need, series title and grade level, and descriptive comments. Resources having Basic Skills Assessment Program applications are also identified in the comments section. A table for referencing ITV resources to BSAP continuing objectives in reading, writing, and math skills is provided. (DJR)

ED 277 388 IR 051 731

Sullivan, Michael V.; And Others

Direct Access to Bibliographic Databases by End-Users: Menu Facilitation versus Native Command Language.

Stanford Univ., Calif. Libraries.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 85
NOTE- 222p.; Best copy available.

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Access to Information; Comparative Analysis; Graduate Students; Higher Education; Intermode Differences; *Menu Driven Software; *Online Searching; Online Systems; Questionnaires; *Relevance (Information Retrieval); Search Strategies; *Users (Information); *User Satisfaction (Information)
IDENTIFIERS- Bibliographic Data Bases; *Command Language; DIALOG; ERIC; INSPEC; *Intermediaries; SciMate

After receiving training in searching INSPEC or ERIC on DIALOG using either the SciMate menu or native commands, 40 doctoral students performed free searches on research topics of their choice. In comparison with 20 control subjects (doctoral students for whom a free search was performed by a skilled librarian), the experimental subjects were equally satisfied with their retrievals, which were smaller but higher in relevance than those produced by the intermediaries, and were more likely to follow up the search by consultation of the references listed. Subjects instructed to use native commands committed fewer errors during training, required less training time, and interacted more with the databases than subjects trained on the SciMate menu. An examination of differences by sex revealed that women indicated that they would actually consult a higher proportion of the references listed than men, and that women tended to assign a higher monetary value to their searches than men. It is concluded that end-users can learn to do their own literature searches effectively, with or without a menu interface. Results are discussed in terms of cognitive and motivational determinants, statistical evidence is displayed in 40 tables, and references are provided. Study questionnaires, quizzes, and end-user searching workbooks are appended. (KM)

School Library Resources.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-85-7465

PUB DATE- Mar 85
NOTE- 192p.; A few pages on colored paper may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Audiovisual Aids; Computer Software; Costs; Elementary Secondary Education; Evaluation Criteria; *Library Materials; *Library Material Selection; *Nonprint Media; Resource Materials; Videotape Cassettes
IDENTIFIERS- *Hawaii; Vendors

As part of an on-going effort to provide high-quality resources to support instruction, this resource guide provides a list of nonbook materials evaluated according to their currency, relevance, and value to Hawaii's educational programs. The following information is included: (1) Subject Heading List; (2) Listing of Titles by Subject Heading, which includes the recommended grade level(s); (3) Annotated Title Listing, an alphabetical listing provided in card catalog format for the user's convenience in cataloging materials; (4) Listing of Videocassettes, which includes title, producer, recommended grade level, and copyright date, and is arranged by general subject areas; (5) forms for suggesting preview titles; and (6) Producers' List. The Annotated Title Listing includes a rating for each item (1 = Excellent to 5 = Not Recommended) and the purchase price. The materials listed include audiocassettes, cassette/filmstrip sets, computer software, filmstrips, kits, maps, machine readable data files, phonodiscs, slide/tape sets, slides, sound recordings, and videotape cassettes. (KM)

ED 277 415 JC 870 031

Warring, Douglas; Maruyama, Geoffrey
Expectations, Attributions, and Achievement of College Students under Cooperative, Group Competitive, and Individualistic Goal Structures.

PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Community Colleges; Comparative Analysis; *Competition; *Cooperation; Expectation; *Group Activities; Grouping (Instructional Purposes); Group Instruction; Learning Processes; *Learning Strategies; Student Motivation; *Teaching Methods; Technical Institutes; Two Year Colleges

In consecutive quarters, two studies were conducted at a two-year vocational/technical college to determine how different goal structures within the learning environment could influence student expectations, achievement, and perceptions of the causes of learning outcomes. The first study investigated three goal structures (i.e., cooperative, individualistic, and cooperative with group competition), while the second added a "homogeneous group" cooperative condition. Study subjects were students from sections of a general psychology course, who were given expectation measures and individual achievement tests. In the cooperative condition, students worked in small groups during their section meetings to help prepare for exams, which were taken on individual and group bases. In the group competition condition, students similarly worked in groups, with the highest-scoring groups receiving bonus points. In the individualistic condition, students worked individually in their sections and participated in whole class discussions. In the homogeneous group condition, students selected their own small work group, as opposed to having these groups teacher-assigned. Results from the two studies provided a mixed pattern of findings. While the first study provided support for the cooperative model in terms of improved expectations and achievement, poor student performance in the second study greatly diminished the benefits of cooperation. (LAL)

ED 277 443 JC 870 074

Tatum, James B.; And Others
Presidential Evaluation for Community Colleges. Report of the ACCT Special Committee on Presidential Evaluation.
Association of Community Coll. Trustees, Annandale, Va.
PUB DATE- Feb 86
NOTE- 23p.
AVAILABLE FROM- Association of Community College Trustees, 6928-A

Little River Turnpike, Annandale, VA 22003 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; *Administrator Role; *College Presidents; *Community Colleges; *Evaluation Criteria; *Evaluation Methods; Trustees; Two Year Colleges

Community college board members and chief executives alike recognize the importance of a professional approach to the evaluation of a chief executive, but few exemplary approaches can be found among American two-year colleges. Because of the importance of this matter, a committee was appointed by the president of the Association of Community College Trustees (ACCT) to study the issues and render a report that would be helpful to boards seeking to create a positive climate for chief executive evaluation. Any presidential or chief executive evaluation is best undertaken when there is a commitment to conduct the process with mutual respect; the board has a desire to enhance the presidency; there is an understanding of the policy-making role of the board and the administrative role of the chief executive; there is a recognition that evaluation takes place in any case and that a structured evaluation enhances communication; and there is agreement regarding the mechanics, format, and standards of the evaluation. Information for a presidential evaluation could be drawn from the following sources: (1) a position description; (2) an annual report presented by the chief executive; (3) an annual audit report presented by an outside auditing firm; (4) reports presented by accrediting teams and state agencies; (5) written reports from the chief executive to the board; (6) observation of the chief executive in a variety of settings; (7) an assessment of the extent to which goals and objectives have been fulfilled; and (8) feedback from all constituencies. Board members and chief executives need to view the process as a tool for improving the institution by improving the climate in which the chief executive will work. A two-page bibliography concludes the document. (LAL)

ED 277 486 PS 016 266

Teaching Grade Two.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-621-0
PUB DATE- 85
NOTE- 481p.; For related kindergarten and first grade teachers' guides, see ED 254 339 and PS 016 264.

AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201 ($12.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Developmental Programs; *Elementary School Curriculum; Experimental Curriculum; Field Trips; *Grade 2; Guidelines; Learning Centers (Classroom); Parent Teacher Conferences; Planning; Primary Education; *Reading Instruction; Resource Materials; State Curriculum Guides; Student Evaluation; Teacher Student Relationship; *Thematic Approach; *Writing Instruction
IDENTIFIERS- *New York

A continuation of kindergarten and first grade guides, this teachers' manual contains practical suggestions for the implementation of a comprehensive program for second grade students. In the introduction the characteristics of the 7-year-old child, as well as the philosophy and focus of the second grade program, are specified. Section 1 presents information and procedures for planning and scheduling the first days of school. Techniques for creating an exciting learning environment are described in Section 2. Section 3 discusses the importance of enabling and supporting children's language through dialogue, discourse, and discussion. The thematic approach to instruction is detailed in Section 4. Learning experiences are outlined for each of three themes: supermarket, environment, and library. This section also contains a discussion of language emphasis for the Limited English Proficient child. Many approaches to using literature as a basis for reading and writing instruction are described in Section 5. Section 6 offers a thorough look at the writing process for children and the teacher's role in this process. The home/school relationship is discussed in Section 7. Section 8 reviews methods of evaluation. Section 9 focuses on developmental skills and the scope of curriculum areas. In conclusion, section 10 lists resources and references, such as recommended books for children and a bibliography for teachers and parents. (RH)

ED 277 553 SE 047 648

Atreya, B. D.; And Others
Environmental Education: Module for In-Service Training of Teachers and Supervisors for Primary Schools. Environmental Educational Series 6.
United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.

REPORT NO.- ED-85-WS-1
PUB DATE- 85
NOTE- 181p.; For other publications in this series, see SE 047 645-652.
AVAILABLE FROM- UNESCO, Documentation and Information Centre, Sector of Education, 7 place de Fontenoy, Paris 75700, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Course Content; Course Descriptions; Curriculum Development; *Ecology; Elementary Education; *Elementary School Science; *Environmental Education; Global Approach; Glossaries; *Inservice Teacher Education; Interdisciplinary Approach; International Organizations; Learning Modules; Problem Solving; Science and Society
IDENTIFIERS- Environmental Education Programs

The International Environmental Education Programme (IEEP) of UNESCO has developed a series of modules dealing with teacher training in environmental education. This module provides the contents of an experimental teacher training course in environmental education for the in-service training of elementary school teachers and administrators. The units in the document include: (1) the objectives of the module; (2) statements of the need for environmental education and background information on international efforts in environmental education since the Stockholm conference of 1972; (3) basic information about the environment (including descriptions of ecological systems and principles); (4) examples of environmental problems, along with a discussion of the sociocultural factors behind them and some possible solutions; (5) an explanation of several teaching methodologies in environmental education, with a special emphasis on problem solving; (6) experiments and teaching activities; (7) evaluation strategies; and (8) considerations for curriculum development, implementation and management. A bibliography and a glossary of terms are included. (TW)

ED 277 289 HE 019 825

Leveille, David E.
The California and Central Valley Microwave Network: Serving Adult Learners through Lifelong Learning Opportunity.

PUB DATE- Oct 86
NOTE- 11p.; Paper presented at the National Conference of the American Association for Adult and Continuing Education (Hollywood, FL, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *College Programs; *Continuing Education; *Educational Television; Higher Education; Lifelong Learning; Nontraditional Education; Nontraditional Students; *Program Development; Program Implementation; *Telecommunications
IDENTIFIERS- *Central Valley Microwave Network CA

Ways that technology is being integrated into the instructional and administrative operation of U.S. colleges are considered, along with the application of one of the technologies, microwave, to adult learning opportunities. Changing demographics relating to adult learners over the next 10 to 15 years are identified. Eight projects applying technology to adult learners are briefly described, including the Central Valley Microwave Network in California. Among the many communication technologies being used, Instructional Television Fixed Services (ITFS) or other forms of terrestrial microwave are advancing educational opportunity for the adult learner. While some systems stand alone, most are part of a telecommunication technology system involving more than one technology (e.g., ITFS, satellite, microwave, telephone and computer technologies). Considerations on applying technology to adult learners concern: support from the central administration; policy endorsed by the governing board; involvement of many individuals; the development of a technical infrastructure; use of a time frame incorporating the worst case scenarios; visible advocates and good human resources; and a sound business plan for using microwave technology for adult learners. (SW)

ED 277 346 IR 012 432

Media Program Recommendations: Individual School/Administrative Unit. Guidelines for School Media Programs. Third Edition.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

PUB DATE- 86

NOTE- 190p.; For the second edition of this manual, see ED 208 878.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Behavioral Objectives; Budgeting; Competence; Elementary Secondary Education; Guidelines; *Learning Resources Centers; *Library Administration; *Library Collections; Library Facilities; *Library Instruction; Library Personnel; Library Standards; *Media Specialists; Program Evaluation

Designed to be used for planning, developing and evaluating media programs that will support the competency based curriculum delineated in North Carolina's Teacher Handbook, this third edition of Media Program Recommendations contains guidelines and criteria for the school and system-level media services and resources that are essential for quality education. An overview of the school media program covers the teaching of information skills and the management and evaluation of the school media program; a management tool form for timeliness and planning is included. Recommendations also present the specifics of the personnel, budgeting, resources, facilities, and system-level services essential to a quality media program. Quantitative guidelines are included to enable North Carolina schools to develop short-range and long-range goals. Additional guidelines, check lists, and evaluation instruments are appended, and a subject index is provided. (DJR)

ED 277 374 IR 051 715

Wells, Gladys Ann, Comp.
Report from the States, 1986. White House Conference on Library and Information Services Task Force 7th Annual Report.
New York State Library, Albany.
PUB DATE- Sep 86
NOTE- 59p.; White House Conference on Library and Information Services Task Force (Phoenix, AZ, September 10-13, 1986). For earlier reports, see ED 238 436, ED 258 573, and ED 265 884.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Government Publications; Library Cooperation; Library Networks; *Library Services; Library Statistics; Literacy Education; National Surveys; Preservation; *Public Libraries; Public Relations; Questionnaires; School Community Relationship; School Libraries; Shared Resources and Services; *State Action; State Aid; *State Legislation; State Libraries
IDENTIFIERS- Friends of the Library; *White House Conference Library Info Services

This summary reports the results of the 1986 Survey of States and Territories conducted by the New York State Library for the White House Conference on Library and Information Services Task Force (WHCLIST). The survey focused on public awareness of library services, the importance of library cooperation and networking, the crucial need for literacy programs, and the role of libraries in safeguarding free, timely access to information for citizens and business. Individualized questionnaires completed by respondents from 37 states, 3 territories, and the American Indian nations make up the major part of the report. The questionnaires provide information on legislation authorizing state aid to libraries, other library-related legislation, resource sharing, literacy/education/job and career development, public awareness/publications/ and use of the national library symbol, target programs/special services, statewide friends groups/citizens library councils, and most important actions needed as a result of the 1989 White House Conference. The questionnaires from the states of Ohio and Arkansas, which were received too late for tabulation, are appended. (KM)

ED 277 429 JC 870 047

Donegan, Patricia Morris
Recent Perspectives on Faculty Development in Community Colleges: An Annotated Bibliography.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College Faculty; *Community Colleges; *Faculty Development; Full Time Faculty; Part Time Faculty; *Professional Development; Two Year Colleges

This annotated bibliography highlights the major points of ERIC documents and journal articles focusing on the professional development of community college faculty. Covering the period between 1979 and August 1986, the bibliography is divided into the the following areas: general directions in staff and program development (14 entries); purposes (7 entries); methods (11 entries); research studies (6 entries); and part-time faculty development (10 entries). (EJV)

ED 277 539 SE 047 623

Taylor, Timothy Alan
Current Environmental Efforts in Ohio School Districts.
Ohio State Univ., Columbus. Graduate School.
PUB DATE- 86
NOTE- 73p.; Master's Thesis, The Ohio State University. Several pages of appendices contain small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Conservation Education; *Course Content; Definitions; Educational Legislation; Educational Research; *Environmental Education; High Schools; Interdisciplinary Approach; *Outdoor Education; Questionnaires; *Secondary School Curriculum; State Departments of Education; *State Surveys
IDENTIFIERS- Environmental Education Research; *Ohio

In an effort to better describe the environmental education needs of the secondary schools in the State of Ohio, this thesis sought to determine whether or not Ohio high schools were incorporating environmental education into their curricula. Educators from 100 randomly selected high schools were administered questionnaires in 1982-83, and again in 1986. The responses were analyzed with regard to possible relationships between school size, type of school district, geographic location of the school district, and the number and type of courses offered that contained environmental education topics. The study indicated that there were no relationships between any of the variables studied except for the environmental education courses and their curricular headings. Schools tended to offer environmental education courses under the curricular headings of science, social studies, vocational education, physical education/health, and home economics. Three environmental education topics were taught in at least 50 percent of the courses. Appendices include a list of high schools in the study and the survey instrument. (TW)

ED 277 599　　　　　　　　　　SO 017 473

Ohio Studies: Minimum Standards Leadership Series 1985.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

PUB DATE- Oct 85
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Area Studies; Elementary Secondary Education; Local Issues; *Regional Characteristics; *Resource Units; State Curriculum Guides; State History; State Programs; State School District Relationship; *State Standards; *Units of Study
IDENTIFIERS- *Ohio

This monograph is designed to provide materials, ideas, and strategies for school districts and teachers to broaden and expand the standards and requirements of Ohio studies. Section 1, "Introduction" provides an overview of the monograph. Section 2, "Organizing for Instruction" gives several alternative approaches to designing an instructional program for Ohio studies: strategy 1 approaches the study of Ohio through the social sciences; strategy 2 views Ohio studies topically or thematically; strategy 3 utilizes the problem solving approach. Section 3, "Developing the Course of Study" provides direction in developing a course of study for Ohio studies. The components presented are relevant to the development of a separate Ohio Studies course or they may be integrated into K-12 social studies courses. Section 4, "Resources for Ohio Studies" lists textbooks, print material, media material, institutions, museums, historical sites, and restorations. Section 5 is a bibliography. (APG)

ED 277 259 FL 016 311

Doble, Gordon, Ed.; Griffiths, Brian T., Ed.
Oral Skills in the Modern Languages Degree. Proceedings of a Conference at the University of Bradford (Bradford, England, January 3-6, 1984).
Centre for Information on Language Teaching and Research, London (England).
PUB DATE- 85
NOTE- 242p.; For individual papers, see FL 016 312-320.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Audiolingual Skills; Audiovisual Aids; Classroom Techniques; *College Second Language Programs; College Students; *Communicative Competence (Languages); Computer Assisted Instruction; *Curriculum Design; Educational Objectives; Educational Strategies; Foreign Countries; German; Higher Education; Interpretive Skills; Language Laboratories; Listening Skills; *Modern Languages; Oral Language; Satellite Facilities; Second Language Instruction; *Speech Skills; Study Abroad; Teaching Assistants; Testing; Translation; Undergraduate Study

The conference proceedings include the opening address, plenary session papers, workshop reports, a final forum and address, and the conference program and participant list. The plenary session papers include: "What Are We Doing in Modern Languages Today?"; "Communicative Skills and the Modern Languages Degree"; "The Place of Spoken Language in the Hierarchy of Language Skills"; "An Analytical Approach to the Teaching of Spoken German"; "Towards a Pedagogic Theory of Interpreting"; "The Ear Has Its Reasons--Interpreting and the Modern Languages Curriculum"; "Language Performance, Context, and the Personality of the Interpreter"; "The Evaluation of Oral/Aural Skills within the BA Finals Examination"; and "Has the Language Laboratory a Place in the Undergraduate Course?" Workshop topics include: modern languages curriculum design; oral/aural versus oral/written exercises; audio and video independent study courses; computer-based independent study and testing; satellite television for Russian and French study; balancing oral and written language; minority languages; exploiting video resources; conference interpreting; word-processing and advanced translation; oral language change; interpreting as a language-learning activity; teaching assistants; spontaneous expression methodology; language laboratories; study abroad; testing; the use of linguists; and field recording of materials. (MSE)

ED 277 275 FL 016 338

English Teaching Profile: Greece. Revised.

British Council, London (England). English Language and Literature Div.

PUB DATE- Apr 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; International Cooperation; *Language Role; Postsecondary Education; Research Projects; Second Language Instruction; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Greece

A review of the status of English language instruction in Greece begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, vocational, adult, and teacher), the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the educational systems, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. It concludes that despite problems of inadequate funding and training in both the public and private sectors, the overall state of English language teaching in Greece is extremely healthy, with substantial growth and development under way and high motivation among leaders of the profession generating new confidence and optimism. (MSE)

ED 277 332 HE 019 954

Moore, Wanda Young Cadman

Barriers Non-Traditional Age Freshmen Women Encounter as They Seek Entrance to Four-Year Colleges and Universities.

PUB DATE- Aug 85

NOTE- 125p.; Questionnaire printed in small type.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Admissions Counseling; *Adult Students; *College Applicants; *College Freshmen; *Enrollment Influences; *Females; Higher Education; Information Needs; Nontraditional Students; Questionnaires; *Reentry Students; Student Attitudes; Student Recruitment

Barriers faced by 42 nontraditional age women (age 35 or above) enrolled as freshman in four state institutions in Oregon were studied, based on a demographic survey and interviews. The following types of barriers were identified: (1) social barriers, constraints brought about through economics, age, family or community attitudes, or sex-role stereotyping; (2) insitutional barriers, practices that discriminate to keep nontraditional-age women out, or means that are not used to encourage and support their entrance; and (3) psychological barriers, pervasive and complex beliefs concerning personal identity and self-image. General institutional barriers (43%) were identified more often than general psychological barriers (29%) or general social barriers (28%). When asked to identify one or more major barriers that could have kept them out of school, major social barriers (65%) predominated over major institutional barriers (17%) and major psychological barriers (17%). The respondents offered recommendations that could aid other nontraditional age women to enter college. A literature review and questionnaire/interview forms are included. (SW)

ED 277 472 PS 016 244

Healthy Mothers, Healthy Babies: A Compendium of Program Ideas for Serving Low-Income Women.

Healthy Mothers, Healthy Babies Coalition, Washington, DC.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

REPORT NO.- DHHS-Pub-PHS-86-50209

PUB DATE- Jan 86

NOTE- 178p.; For a bibliography on the same topic, see ED 248 034.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-001-00456-1, $9.00).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- American Indians; Blacks; Breastfeeding; *Children; Comprehensive Programs; Drug Abuse; Early Parenthood; Ethnic Groups; *Health Education; Literature Reviews; *Low Income; Mexican Americans; *Mothers; National Surveys; *Needs; Nutrition; *Organizational Objectives; Pregnancy; Rural Population

IDENTIFIERS- Market Research; Maternal Health; Strategic Management

The Healthy Mothers, Healthy Babies survey conducted in spring 1985 drew responses from over 1,500 programs active in maternal and child health efforts directed toward low-income women and their families. The executive summary of this report identifies the major goals, common strategies, and needs of program respondents. Chapter I summarizes a series of 15 focus group interviews held with Black and Mexican-American women, and subsequent interviews with their health care providers, concerning sources and needs for health information. Chapter 2 provides a review of the health education literature addressing low-income and minority populations. (This review covers material appearing in or after 1980 whereas the earlier Juarez review covered the decade of the 1970s.) Chapters 3 through 12 summarize survey findings on the following topics: prepregnancy, prenatal, postnatal, and comprehensive programs; breastfeeding; nutrition; substance use during pregnancy; rural populations; Native Americans; and adolescent pregnancy. The findings are categorized according to the service/health care settings or type of educational programs that responded to the survey. Each summary chapter includes sections, where appropriate, on characteristics of programs, services and strategies, staffing, outreach, educational programs, needs for educational materials, successes, and advice and observations. Chapter 13 identifies other sources of information, educational materials, and programs related to maternal and infant health. The survey instrument is presented as Appendix A. Appendices B and C describe services available through the Early and Periodic Screening, Diagnosis, and Treatment program and the National Health Law Program. Finally, all survey respondents are listed; arranged by state, the data includes, in addition to the organization's name and address, the name of the contact person and codes which describe program characteristics (reading level, ages, ethnic groups, special problems addressed, etc.). (RH)

ED 277 512 RC 016 040

Kimmet, James L.
Rural Inservice Using Alternate Scheduling.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented to the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; Elementary Secondary Education; *Inservice Teacher Education; Program Development; Program Implementation; *Rural Schools; School Districts; *School Schedules; *Small Schools; Staff Development; Teacher Improvement
IDENTIFIERS- *Four and One Half Day School Week; Montana; *Shortened School Week; Wyoming

Three small rural school districts in Montana and Wyoming used alternate school day scheduling to make time for staff and curriculum development inservice programs. The schedule of one short and four long days delivered the instructional time of 175 6-hour days each year. Benefits of alternate scheduling included time for regular inservice activities at no additional cost and without intruding on activity or private time, time for staff and student "necessary" absences, and increased family time for students. Disadvantages included time limits of 2 hours on inservice programs, scheduling of inservice programs during late afternoon after a nearly full teaching day, staff resentment that they also did not have a short work day, and additional child care needed on early dismissal days. Adoption of the programs required local hearings where concerns were voiced about lengthening days for children bused long distances and other work commitments of bus drivers. Community cooperation resolved most problems. During the 2-year inservice program staff members chose among programs in elements of instruction, teacher welfare, Teacher Expectations and Student Achievement, and thinking skills. Total cost for the successful program was $2,000. (LFL)

ED 277 526 RC 016 054

Jose, Cecil T.
Contemporary Indian Issues: A One-Quarter Course Bibliography.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Journal Articles (080)
DESCRIPTORS- *American Indian History; American Indians; *American Indian Studies; *Course Content; Course Descriptions; *Federal Indian Relationship; *Federal Legislation; Government Role; Higher Education; Political Issues; *Reference Materials; Self Determination; Treaties; Tribal Sovereignty; Trust Responsibility (Government)

Compiled for a course in Contemporary Indian Issues, this bibliography contains brief descriptions of lecture topics for each week of the 11-week course followed by bibliographic references that supplement the course texts. Many of the 106 entries are for books; but journals, government reports, and publications of Indian organizations are also included. The beginning of the course schedule is a condensation of prerequisite courses on Indian cultures and Federal-Indian policy. The course closure is a condensation of a tribal economic development problems course and an applied methods course on reservation development. The need for what has been called a "transcendent" tribal identity and a "transforming" tribal leadership are key concepts. Additional topics are federal Indian law, the erosion of tribal sovereignty, the termination period (1946-54), the tribal self-determination period (1954-76), federal control over tribal decision making and management of trust property, the fishing rights controversy,

Pan-Indian social activism, and the "backlash"-instigated State initiatives to abrogate Indian treaty rights. (JHZ)

ED 277 567 SE 047 667

Batey, Anne; And Others
A Review of Database Software for Science. A MicroSIFT Quarterly Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 17p.; For a related document, see SE 047 668.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Science Education; *Computer Software Reviews; *Computer Uses in Education; Courseware; *Database Producers; *Databases; Elementary Secondary Education; Information Retrieval; Information Storage; *Instructional Improvement; Instructional Materials; Science Education; Science Materials

The instructional uses of databases are highlighted in this report and their advantages as teaching and learning tools are emphasized. Databases reviewed are for storing, retrieving, sorting, and printing information and for manipulating information. Questions explored include: (1) how are science databases used in the classroom (covering building, designing, and using a database); (2) what are the advantages and disadvantages of using databases; (3) what science database software is available (reviewing the types of database software and providing a list of products and descriptions of data files and dedicated databases); and (4) what are the technical capabilities of science database software (describing the capabilities in terms of searching, fields, records, reporting and sorting). Producer information is provided and consists of addresses and phone numbers of the companies. (ML)

ED 277 583 SE 047 685

North Dakota Mathematics Curriculum Guide. Secondary (9-12).

North Dakota State Dept. of Public Instruction, Bismarck.

PUB DATE- Mar 86
NOTE- 140p.; Document contains occasional small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Computer Uses in Education; Course Content; *Course Objectives; Geometry; Mathematical Applications; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; Statistics; Trigonometry
IDENTIFIERS- *North Dakota

Developed to provide assistance and support to local schools that want to improve their secondary mathematics programs, this guide provides an updated view of what North Dakota educators feel is necessary in a secondary mathematics curriculum. An overview of perceived statewide mathematics objectives and a review of national perspectives on mathematics education are presented. A section explaining the role of the classroom teacher in dealing with special needs students is also included. The guide identifies seven core courses and describes each with a course outline, course objectives, and examples or comments on the topics. Courses reviewed include: (1) algebra; (2) geometry; (3) algebra II; (4) trigonometry; (5) analytic geometry; (6) probability and statistics; and (7) mathematical applications. Appendices consist of sections addressing the use of calculators, computers and textbook evaluation in mathematics education. Also included are a position paper on basic skills, an agenda for minimum skills for college algebra, and a bibliography. (ML)

ED 277 212 EC 191 720

O'Day, Bonnie; And Others
Preventing Sexual Abuse of Persons with Disabilities: A Curriculum for Hearing Impaired, Physically Disabled, Blind and Mentally Retarded Students.
Minnesota State Dept. of Corrections, St. Paul.
SPONS. AGENCY- Northwest Area Foundation, St. Paul, Minn.
PUB DATE- Jun 83
NOTE- 182p.; Prepared by the Minnesota Program for Victims of Sexual Assault. Includes booklet "Are Children with Disabilities Vulnerable to Sexual Abuse?" For related document, see EC 191 721.
AVAILABLE FROM- ETR Associates, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Guides; *Disabilities; Hearing Impairments; Learning Activities; Lesson Plans; Mental Retardation; Parent Education; Physical Disabilities; *Prevention; Secondary Education;

*Sexual Abuse; State Legislation; Teaching Methods; Visual Impairments
IDENTIFIERS- Minnesota

The curriculum on sexual abuse is intended for professionals working with hearing impaired, physically disabled, blind, and mentally retarded students. Introductory material addresses the vulnerability of disabled adolescents to sexual abuse; presents background information on such topics as victims, offenders, reporting abuse, and Minnesota laws about sexual abuse; and briefly examines myths and attitudes regarding the sexuality of disabled persons. Field testing of the curriculum is reviewed, and the importance of parent training on prevention is emphasized. Following a list of teaching guidelines, lesson plans are presented including instructions, exercises, handouts, teacher guides, and notes for teaching hearing impaired, physically disabled, blind, and mentally retarded students. Suggested modifications are offered for younger students. Lessons touch on such topics as reactions and feelings of victims, acquaintance rape, personal safety, and myths and facts about sexual assault. Pre/post attitude tests are included. Appended material includes information on community resources in Minnesota, exercises, handouts, and sample parent letters. (CL)

ED 277 228 FL 016 157

Sajavaara, Kari
Contrastive Analysis and Impromptu Speech.
PUB DATE- 82
NOTE- 13p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Contrastive Linguistics; Correlation; Cultural Differences, *Discourse Analysis; English; Finnish; Language Research; Linguistic Theory; *Oral Language; Paralinguistics; *Research Methodology; Speech Acts; *Spontaneous Behavior; Uncommonly Taught Languages
IDENTIFIERS- *Spontaneous Speech

Naturalistic impromptu speech is difficult for researchers to analyze because it is difficult to observe. Further, it is impossible to create two similar communicative situations across languages for contrastive analysis. The experimental compromise is the extension of traditional contrastive methodology from elements of grammar to elements of discourse. The technique serves the important function of giving information about the ways in which the two languages are used in communicative situations. The use of this approach in a Finnish-English cross-language project suggests that while it is promising, a more refined research methodology is needed. Particular attention must be given to scripts and plans, which may reveal cultural differences. Nonverbal aspects, including pauses and hesitation phenomena, may reveal important differences in the ways in which speakers belonging to two different language communities deal with discourse data. (MSE)

ED 277 244 FL 016 216

The Report of the Language Awareness Working Party.

PUB DATE- 85
NOTE- 62p.; In: Donmall, B. G., Ed. Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6; see FL 016 215.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; Committees; Communication Skills; *Cross Cultural Training; *Cultural Awareness; Elementary Secondary Education; English; English Instruction; Foreign Countries; *Introductory Courses; *Language; *Language Role; *Linguistics; Reading Instruction; Secondary Education; Second Language Instruction; Social Integration; Values

IDENTIFIERS- Great Britain; *Language Awareness

The Language Awareness Working Party is a task force of Great Britain's National Congress on Languages in Education (NCLE) concerned with individual and societal sensitivity to and conscious awareness of the nature of language and its role in human life. Its principal overall objective is the promotion of language awareness in a variety of forms serving these objectives: making students' knowledge of their native language explicit and conscious; strengthening study skills for native and foreign language study; increasing understanding of the nature and functions of language to improve communication; showing students' the rich variety of languages and dialects, including English and its forms; fostering better cross-cultural relations through linguistic understanding; bridging the gap between home language and school language; introducing upper-level secondary students to the concepts and principles of linguistics; improving reading skills; and imparting the value of language as part of human life. The task force's report outlines its origins, membership, activities, and recommendations for NCLE activities in research and information dissemination. A bibliography, a map of language awareness activities and a list of schools carrying out language awareness work are provided in the appendices. (MSE)

ED 277 304 HE 019 921

von Zur-Muehlen, Max
Myths and Realities: The Misconception of Faculty Shortages in the Next Decade. Working Paper 86-3.
Canadian Higher Education Research Network, Ottawa (Ontario).: Ottawa Univ. (Ontario). Faculty of Administration.
PUB DATE- Oct 86
NOTE- 36p.
AVAILABLE FROM- Canadian Higher Education Research Network, Faculty of Administration, University of Ottawa, 275 Nicholas, Ottawa, Ontario K1N 6N5, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; College Programs; *Doctoral Degrees; Enrollment Trends; *Foreign Countries; Higher Education; Intellectual Disciplines; Predictive Measurement; Teacher Retirement; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Canada

The view that there will be severe faculty shortages at Canadian universities in the 1990s is refuted, based on analyses concerning the demand for university teachers and the supply of doctoral graduates. In the 1990s when there is no foreseeable increase in university positions, replacement (i.e, due to retirement and mortality) will be the only significant demand factor. Most of the analyses that warn of impending faculty shortages have been based on the uneven age distribution of univesity teachers. However, factors that rejuvenate the faculty age structure, such as outward and inward mobility, have not been taken into account, as well as the future uncertainty of faculty retirement age. Important supply issues are recent changes in full-time doctoral enrollment and in the subsequent anticipated supply of doctoral graduates in Canada. In the early 1990s, the supply of doctoral degree-holders is likely to be at least as high as that of the period from 1986-1990. While the predicted staffing crisis for the 1990s appears to be a myth, individual disciplines may experience shortages. Supporting data include doctoral degrees by discipline for 1970 to 1984, projected supply of doctoral degrees for 1986 to 1990, and the proportion of female doctoral recipients by discipline. (SW)

ED 277 318 HE 019 940

Moran, Mary
Student Financial Aid and Women: Equity Dilemma? ASHE-ERIC Higher Education Report No. 5, 1986.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-32-2

PUB DATE- 86
NOTE- 152p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Association for the Study of Higher Education, One Dupont Circle, Suite 630, Dept. E, Washington, DC 20036 ($10.00, nonmembers; $7.50, members).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; *Change Strategies; *College Students; Comparative Analysis; Day Care; Educational Opportunities; Federal Aid; *Females; Financial Needs; *Financial Policy; Grants; Higher Education; Need Analysis (Student Financial Aid); Public Policy; Scholarships; *Sex Differences; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; Pell Grant Program; Supplemental Educational Opportunity Grants

The impact of student aid policies on women is assessed. Differences in the conditions affecting men's and women's need for aid are identified, along with actions that could improve women's participation in student aid programs. Gender issues in student aid policy include: loan burden, default, and bankruptcy; the award of merit scholarships; part-time attendance; financial independence; contradictory policies in public welfare and student aid programs; barriers in corporate benefit programs that pay tuition; child care as a cost of attending college; and access to higher education for minority women. The effects of gender issues are also examined for specific aid programs: Guaranteed Student Loans, Work Study Programs, National Direct Student Loans, Pell Grants, Supplemental Educational Opportunity Grants; state scholarship and grant programs, athletic scholarships, military scholarships and veterans' benefits, and job training financial aid programs. Actions that could improve women's participation in aid programs include: targeting information toward women, funding child care, improving partnerships between high schools and colleges, and equalizing pay in college work programs. Data on enrollment, aid, resources, and attainments by gender are appended, along with information on financial assistance sources for women. (SW)

ED 277 389 IR 051 732

The Key to Literacy: Unlocking Library Doors. A Look at Libraries in New York City Public Elementary Schools.

Citizens' Committee for Children of New York, N.Y.; Women's City Club of New York, Inc., NY.

SPONS. AGENCY- New York Community Trust, N.Y.
PUB DATE- Nov 85
NOTE- 13p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Services; Elementary Education; *Elementary Schools; *Financial Needs; Financial Support; Librarians; *Library Materials; Library Services; Literacy; *Personnel Needs; Public Libraries; *Public Schools; School Funds; *School Libraries; State Aid; State School District Relationship
IDENTIFIERS- *New York (New York)

To determine the conditions of elementary school libraries in New York City public schools, elementary schools in eight districts were investigated, including schools with no functioning libraries, and visits were made to local branch public libraries and other programs that provide alternative or supplementary library services. In addition, interviews were conducted with library and education administrators. The study revealed that New York City elementary school libraries are in dire need of improvement, with lack of adequate personnel being the most serious problem. The following four specific recommendations are offered as a result of the study: (1) every elementary public school in New York City must have a functioning library as an integral part of the school program; (2) the State Regents must mandate that qualified teachers be placed in every elementary school library; (3) the Board of Education must request funds from the city to be allocated to the districts for library personnel; and (4) funds for library materials must be specifically designated in the state and city budgets and allocated to the public schools on a continuing basis. Listings of the members of the Citizens' Committee for Children of New York, Inc., the Women's City Club of New York, Inc., and the members of the joint study committee are included. (KM)

ED 277 402 IR 051 746

Statistics of Public Libraries, 1982. and Public Library Expenditures in the U.S., Fiscal Year 1982-83.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-85-208b; CS-86-201b
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computers; Income; Interlibrary Loans; Library

Collections; Library Expenditures; Library Personnel; *Library Statistics; *National Surveys; *Public Libraries; *State Aid

Based on a survey conducted by the Center for Statistics (CS), statistical information on public libraries is presented for fiscal year 1982-83. An Office of Educational Research and Improvement (OERI) Historical Report provides statistical data on the following aspects of public libraries in Fall 1982: (1) outlets; (2) staff; (3) receipts; (4) expenditures; (5) collections; (6) usage; (7) interlibrary loans; (8) use of computers; and (9) hours and days open. The survey methodology and reliability of estimates are also discussed, and seven tables of statistical data supplement the text. Public library expenditures for fiscal 1982-83 are summarized in an OERI Bulletin, which reports that state and local governments spent more than $2 billion on public libraries during this period, a total of approximately $9.46 per person and less than one-half of 1 percent (0.39 %) of total state and local general government expenditures. Public library expenditure per person and public library share of state and local expenditures in 1982-83 are presented in tabular form and also represented graphically by two maps. (KM)

ED 277 430 JC 870 048

Roche, B. J.

Celebration of Growing Older: A Community-Wide Program on Elder Issues.

Greenfield Community Coll., Mass.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging (Individuals); Community Colleges; *Community Programs; Community Services; *Cooperative Programs; *Cultural Activities; Cultural Context; Health Programs; Intergenerational Programs; *Older Adults; Program Development; School Community Relationship; Two Year Colleges

To address some of the social, health, economic and cultural issues of growing older in America, Greenfield Community College (GCC) in Massachusetts sponsored a Celebration of Growing Older program. The 2-month long series of events was designed to educate the public, both young and old, about the myths of aging and to challenge some assumptions about old people. Bringing together municipal groups, arts councils, senior centers, health organizations, and corporations, the college provided a full-blown program that was both educational and entertaining. Events included workshops for elementary school teachers on integrating aging issues into the curriculum; a slide-tape presentation by the Grey Panthers on stereotypes of the elderly; film festivals; and arts and crafts exhibits featuring the works of elderly artists. GCC's experience with the Celebration program served as the basis for the following suggestions for other institutions interested in implementing similar programs: (1) work closely with community groups; (2) begin the search for funding as early in the planning stages as possible; (3) anchor smaller events and exhibits to more highly visible events to enhance media coverage; (4) build programs on existing audiences; (5) try to get faculty to attach a class to every event; (6) contact media as far in advance as possible; and (7) centralize scheduling of events. (EJV)

ED 277 458 PS 016 214

Schwartz, Sydney
Microcomputers and Young Children: An Exploratory Research Study.
City Univ. of New York, Flushing, NY. Queens Coll. School of Education.
PUB DATE- 85
NOTE- 19p.; Includes an Afterword, "Technology Use in School Settings: Second-Generation Probes," by Daniel James Broury.
AVAILABLE FROM- Dr. Monroe D. Cohen, Editor, School of Education, Queens College of the City University of New York, 65-30 Kissena Boulevard (PH 04), Flushing, NY 11367 ($2.00; make checks payable to Queens College).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Serials (022)
DESCRIPTORS- Early Childhood Education; *Educational Environment; Guidelines; *Kindergarten Children; *Microcomputers; Models; *Student Interests; *Student Participation

An exploratory study of what 5- and 6-year-old children can and will do when provided with certain kinds of computer experiences is described. The purpose of the study was to determine whether tutee programs can engage and sustain the learning energy of 5-year-olds. A total of 22 kindergarten children attended 8 or 12 90-minute sessions at a computer laboratory. The activity program was set up to provide, on a free-choice basis, computer activities via LOGO programming and other learning activities. Findings indicated that (1) computers can be used to help meet curriculum goals under certain circumstances; (2) computer activities, in which the command system is sufficiently simple and directly related to events on screen, offer the opportunity for children to experiment and learn on their own terms; and (3) nonreaders and young children with overriding interests in the three-dimensional world are not likely to use the computer as more than a novelty toy. Contributing to the development of a model for computer use by kindergarten children, seven conditions are listed that engage and sustain the learning energies of some children. It is concluded that microcomputers do not yet belong in early childhood classrooms serving 3- to 6-year-old children. The Afterword examines two additional points generated by the study: (1) The concept of 'designed boundaries' provides a useful model for planning and developing technology-related experiences. (2) Making critical decisions on the use of technology in the classroom requires a sound understanding of the knowledge base of education; hence for staff, knowledge of technology should follow knowledge of the teaching process. (RH)

ED 277 500 RC 016 014

Native American Children, Youth, and Families. Part 2. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, Second Session (Sacaton, AZ, January 9, 1986).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 86

NOTE- 185p.; Sections of document contain small type. For Parts 1 and 3, see RC 016 013 and RC 016 015.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- American Indian Education; American Indian Reservations; *American Indians; *Child Welfare; *Community Action; *Community Problems; Drug Abuse; Elementary Secondary Education; Family Problems; *Federal Aid; *Health Conditions; Health Programs; Health Services; Hearings; Rehabilitation Programs; Reservation American Indians; Self Determination; Sexual Abuse; Social Services; Tribes; Unemployment; Urban American Indians; Youth

IDENTIFIERS- Arizona; Congress 99th; Special Supplemen Food Program Women Infants Child; Utah

The House Select Committee met to hear testimony of six witnesses from tribes in the Phoenix, Arizona area concerning the status of Native American children and their families. General topics were the nature of existing human service programs, adequacy of federal funding, and magnitude of health and welfare needs. Tom White of the Gila River Indian Community (Arizona) focuses on funding needs, mental health treatment, child sexual abuse, juvenile delinquency, and alcohol and drug abuse. Mona Fernandez of the Colorado River Indian Tribes (Arizona) summarizes child and family needs and services administered by the tribes. Phyllis Bigpond of the Phoenix Indian Center highlights problems facing Indians in urban centers. Forrest Cuch of the Ute Tribes (Utah) outlines educational needs and the failure of public schools to educate minority students. Robert Lewis of the Salt River Indian Community (Arizona), stresses tribal involvement in child welfare services since the Indian Child Welfare Act of 1978. Lynn Rusch of the Gila River Indian Community describes the Special Supplemental Feeding Program for Women, Infants, and Children (WIC). This report includes transcription of the hearing proceedings, prepared statements, and numerous letters, articles, and supplemental material submitted by tribes and organizations involved in Indian welfare. (JHZ)

ED 277 290 HE 019 826

Algren, Chris L.; Hockenberger, Susan

The Bellarmine Outreach Consortium: An Innovative Approach to Nursing Education.

PUB DATE- 25 Oct 86
NOTE- 10p.; Paper presented at the National Conference of the American Association for Adult and Continuing Education (Hollywood, FL, October 22-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Bachelors Degrees; *Consortia; *Extension Education; Higher Education; Marketing; Masters Programs; *Nursing Education; *Outreach Programs; *Professional Continuing Education; Student Recruitment; *Weekend Programs
IDENTIFIERS- *Bellarmine College KY

The Bellarmine Outreach Consortium, which provides access to baccalaureate and masters education in nursing for registered nurses in Kentucky, West Virginia, and Tennessee, is described. The components of a marketing process for colleges are also considered, with attention to product, place, price, and promotion. The nursing department of Bellarmine College established the program in 1983 to bring quality nursing education to underserved areas, first in Kentucky and later in neighboring states. As of 1986, the consortium delivers the nursing programs to six off-campus sites. Courses are offered on a cyclical basis at cooperating hospitals and are usually offered in a weekend format. The Bellarmine College nursing faculty teach all nursing courses, which are under the direction of a master teacher. Liberal arts faculty from the college deliver other key courses, and the college determines the acceptability of courses taken at other institutions. Courses include learning modules that involve behavioral objectives, pretests, references, directions for learning experiences, use of audiovisual equipment, and posttests. Each student in the outreach program is assigned to a mentor in the local area, who assists the regional director in counseling and advisement of students and acts as a resource persons when faculty members are not on site. (SW)

ED 277 347 IR 012 433

Olson, John K.
Microcomputers in the Classroom: Trojan Horse or Teacher's Pet?
PUB DATE- Jun 84
NOTE- 38p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Guelph, Ontario, Canada, June 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Foreign Countries; Group Activities; Junior High Schools; Literature Reviews; *Microcomputers; Projective Measures; Research Methodology; *Science Teachers; *Teacher Attitudes; *Teacher Role; *Teacher Student Relationship; Teaching Guides
IDENTIFIERS- Queens University of Kingston (Canada)

Arguing that curriculum developers need to seek a better understanding of existing classroom orders before advising reform through new technology, this paper presents a review of research on the effects of microcomputers on the stabilities of classroom practice and describes a pilot study currently underway at Queens University in Ontario to determine what science teachers think about the impact of microcomputers on classroom management. The research reviewed is discussed within a framework that takes the teacher's perspective seriously and asks questions about how new technology will be used in the schools. Issues addressed by this research include the elements of student collaborative learning; the roles of the teacher, print materials, and teacher guides; classroom disruption due to the way computer-assisted instruction (CAI) materials are organized; and changes in student-teacher relationships. Data collection procedures for the two strands of the pilot project are also described, i.e., a projective test and audiotaped interviews to explore teachers' thinking on microcomputer use in the classroom, and videotaped class activities to show how microcomputers are actually being used. Detailed descriptions of interviews with a sixth grade science teacher and an eighth grade science teacher are provided, and a discussion of some of the concerns voiced by these two teachers concludes the paper. (DJR)

Mattas, Linda L.

Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1986 Edition.

PUB DATE- 86
NOTE- 128p.; A Special Report from the Editors of SchoolTechNews.
AVAILABLE FROM- Education News Service, PO Box 1789, Carmichael, CA 95609 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software Reviews; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Special Education
IDENTIFIERS- Selection Tools; *Software Evaluation

Designed to aid teachers, school administrators, and parents in selecting excellent education software for grades K-12, this guide reports the results of over 7,800 evaluations of educational software programs and lists the 250 selected as the newest education software winners. In addition to these programs, this 1986 edition has added software that has received high ratings from evaluation services specializing in special education. Following the introduction, which provides a detailed explanation of how the programs cited were selected, the guide is divided into four parts: Part I contains an alphabetical listing of the 168 most highly rated programs, which include courseware in the areas of business education, college entrance examinations, computer education, early childhood education, fine arts, foreign language, language arts, mathematics, problem-solving, science, and social studies, as well as tool programs; Part II contains information on 54 nearly qualifying programs; Part III provides information on 28 highly rated special education programs; and Part IV lists the most highly rated programs in the 1985 edition. Each description includes the publisher, system requirements, subject area, price, and grade levels. Information on the most highly rated programs also includes a brief description of each program, the appropriate subject area(s), and evaluation service ratings. (DJR)

ED 277 375 IR 051 716

Feehan, Pat; And Others
Library and Information Science Research: An Analysis of the 1984 Core Journal Literature.
PUB DATE- 6 Dec 85
NOTE- 79p.; Two figures contain small type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Authors; *Information Science; *Library Research; *Library Science; Literature Reviews; *Periodicals; *Research Methodology; Research Tools; Statistical Analysis; Tables (Data)
IDENTIFIERS- Editorial Policy; *Library Literature; *Library Science Literature; Subject Analysis

This report examines the 1984 library and information science literature in order to characterize, analyze, and evaluate the published research of the field. The subjects and methods of research, types of libraries studied, and analytical techniques used are examined; a "core" journal group of 91 sources is established; and the amount and type of research published in the core are analyzed. Findings are presented for the characteristics of library and information science journals and articles and for the field of information science, and current research results are compared with those obtained in earlier studies. It is concluded that the range of subjects and types of libraries studied is wide, and that research is heavily concentrated in the historical, survey, and observation and description methods, with descriptive analytical techniques predominating over techniques that are predictive or inferential. Data are illustrated in 27 tables and 15 figures, and a bibliography is provided. (KM)

ED 277 416 JC 870 032

Pecorino, Philip A.

Critical Thinking: A Caution Concerning New Approaches.

PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the National Conference of the Community College Humanities Association (San Francisco, CA, November 20-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Community Colleges; *Critical Thinking; Curriculum Development; *Degree Requirements; General Education; Humanities; Liberal Arts; Logical Thinking; *Philosophy; Two Year Colleges

The success of critical thinking courses poses a significant threat to the conception and status of the humanities. In an effort to remediate deficiencies in the writing and reading skills of students attempting to undertake college-level work, courses have been developed which aim to improve the cognitive skills needed for effective communication, understanding, and persuasion. In addition, philosophers have successfully introduced courses on critical thinking or informal logic into the curriculum, and have had them classified as philosophy courses applying to liberal arts degree requirements. While these courses are valuable additions to the curriculum, are perhaps the most appropriate way to involve students with the philosophic tradition, and are appropriately taught by philosophers within the philosophy department, they may not accomplish what philosophy and humanities requirements are meant to accomplish. In reviewing textbooks and course syllabi in the area of critical thinking, one is struck by the almost total absence of any reference to the classical tradition in philosophy. These courses, which are the only exposure to philosophy that most community college students will have, reduce the discipline to a set of intellectual skills--a methodology--and should not be used as a substitute for an introduction to philosophy course. While the critical thinking courses are responsive to the economic aspects of enrollment patterns and the immediate needs of students, they pay too little attention to past philosophic and cultural heritage and the long-term needs of both students and their civilization. If philosophers are to teach courses in critical thinking and applied ethics as a service to students with skill deficiencies, these courses should not be part of the liberal arts core or general education program, but rather of the technical or career portion of the curricular requirements. (LAL)

ED 277 444 JC 870 075

Seitz, Fred

CBE: The Right Angle for Learning.

Beaufort Technical Coll., SC. Center for Staff and Curriculum Development.

PUB DATE- Aug 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; Competence; *Competency Based Education; Curriculum Design; *Educational Quality; Performance; Program Descriptions; Program Development; *Quality Control; Teaching Guides; *Technical Education; Technical Institutes; Two Year Colleges; Vocational Education

Designed for instructors at Beaufort Technical College (BTC) in South Carolina, this handbook provides a brief guide to competency-based education (CBE) and to the available resources at the college for assistance. Section 1 offers introductory comments on the concept of quality control and the five basic components of educational quality control. Section 2 defines CBE, identifying its seven essential elements as the definition and verification of program competencies; the assignment of program competencies to courses; the provision of course syllabi containing specific competency statements to students; the statement and design of learning objectives and activities to teach each competency; the construction and administration of criterion-referenced teacher-made tests to determine student knowledge; the provision of remediation and/or acceleration/enrichment; and the assessment of program content and method of delivery. Section 3 focuses on the need for CBE and the differences between the traditional and competency-based education approaches. Section 4 explains how an instructor plans for and implements CBE, offering guidance on assessment, curriculum design, instruction, course and student evaluation and subsequent revisions. Section 5 lists and describes available campus resources. Appendices provide information on institutionally-defined competencies for degree graduates, program outcomes statements for 10 occupational programs, a glossary, a verb list for use in instructional objectives, checklists for performance objectives and criterion-referenced test items, tips for CBE instruction, a sample DACUM chart sample, and syllabus format. (LAL)

ED 277 487 PS 016 267

Iscoe, Louise; Kihnel, Barbara

The Growing Child: From 6 Through 15 Years.

Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Texas State Dept. of Human Resources, Austin.
PUB DATE- Mar 85
NOTE- 44p.
AVAILABLE FROM- Texas Department of Human Resources, District Coordinator, Media Services. Division 151-E, P.O. Box 2960, Austin, TX 78769 ($150 for manual, set of 15 leaflets, and 3 slide/sound presentations).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Behavior Problems; Child Caregivers; *Child Development; Cognitive Development; Emotional Development; Foster Children; Instructional Materials; Learning Modules; *Learning Problems; Physical Development; Preadolescents; Social Development; Young Children

Part of the Child Health and Safety Series, this module for parents and adults who work with children discusses child development in three age group sections: (1) 6 through 8 years; (2) 9 through 11 years; and (3) 12 through 15 years. Information on physical, mental, social, and emotional development, as well as ways to identify and handle problems, is presented. Special problems of foster children are discussed in the 6 through 8 age group section. A "Test Your Knowledge" quiz is presented at the end of each section for the reader's use as a study aid. The complete module includes this manual, leaflets, and three slide/sound presentations. (NH)

ED 277 540 SE 047 626

Lowrance, William W.
Modern Science and Human Values.
REPORT NO.- ISBN-0-19-504211-5
PUB DATE- 86
NOTE- 262p.
AVAILABLE FROM- Oxford University Press, 200 Madison Avenue, New York, NY 10016 ($12.95 paperback--ISBN-0-19-504211-5; $24.95 hard cover--ISBN-0-19-503605-0).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ethical Instruction; Interdisciplinary Approach; *Science and Society; Science Education; *Scientific Literacy; Scientists; *Social Influences; Social Problems; *Social Responsibility; *Social Studies; Technological Advancement; *Values
IDENTIFIERS- Science Policy

Designed to provide scientific personnel, policymakers, and the public with a succinct summary of the public aspects of scientific issues, this book focuses on how values and science intersect and how social values can be brought to bear on complex technical enterprises. Themes examined include: (1) relation of science and technology to human values (citing ways science and technology influence social philosophies); (2) changing sociotechnical milieu (describing recent trends toward politicization in technical endeavors); (3) complexion of science and social sciences (surveying the attributes of the social sciences); (4) professionalism and responsibility (exploring the need for stewardship); (5) architectonics of technical trust (examining the interlocking elements of technical trust and focusing on the recombinant DNA controversy); (6) societal guidance of inquiry and application (discussing the possibilities and limits of scientific freedom); (7) systematic assessment for decision making (offering suggestions for dealing with fact/value distinctions); (8) social values and ethics (examining the role of values in decision making); (9) science and technology in the polis (reviewing ways of managing and reducing undue polarization in sociotechnical disputes); and (10) stewardship (suggesting needs and opportunities for exercising technical responsibility). An extensive bibliography is provided. (ML)

ED 277 554 SE 047 649

Environmental Education: Module for Pre-Service Training of Science Teachers and Supervisors for Secondary Schools. Environmental Educational Series 7.

United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.
REPORT NO.- ED-83-WS-89
PUB DATE- 83
NOTE- 228p.; For other publications in this series, see SE 047 645-652.
AVAILABLE FROM- UNESCO, Documentation and Information Centre, Sector of Education, 7 place de Fontenoy, Paris 75700, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Ecology; *Environmental Education; Higher Education; Interdisciplinary Approach; International Programs; Learning Modules; *Preservice Teacher Education; Problem Solving; Science Activities; *Science and Society; Science Curriculum; Science Education; *Science Instruction; *Science Teachers; Secondary Education; Secondary School Science; Simulation
IDENTIFIERS- Environmental Education Programs

The International Environmental Education Programme (IEEP) of UNESCO has developed a series of teacher training modules in environmental education. This experimental module focuses on the pre-service training of secondary school science teachers and supervisors. The six chapters of the document address: (1) the environmental problem and education's response; (2) the connections between science education and environmental education (including basic skills in science and environmental education and the relationship of science, society and technology); (3) curriculum tasks in environmental education for science teachers (particularly those relating to environmental problem solving and action strategies); (4) teaching strategies and activities; (5) evaluation of environmental education programs (with regard to societal aspects of science learning and instructional materials); and (6) the implementation of environmental education at both the school building and school district levels. The appendices contain a listing of science concepts of particular importance in environmental education, definitions and aims of environmental education, the declaration of the Tbilisi Intergovernmental Conference on Environmental Education, a description of IEEP, and a bibliography. (TW)

ED 277 600 SO 017 620

Parsons, Jim, Ed.
Social Reconstructionism and the Alberta Social Studies Curriculum.
PUB DATE- Dec 86

NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Collective Settlements; *Educational Philosophy; Foreign Countries; Secondary Education; Secondary School Curriculum; Social Change; *Social Studies
IDENTIFIERS- Alberta; *Canada

The six articles contained in this document review the implications for education of the ideas of the group known as the social reconstructionists. In "Social Reconstructionism: A Critical Look," Robert Koole briefly discusses the contributions of social reconstructionists to the issue of the role of schooling and their influence on educational thought. In "Social Reconstructionism and Education," Denise Stocco reviews the philosophy of Harold Rugg, George Counts, Theodore Brameld, and the proponents of social reconstructionism in the 1970s. Kirk Charron traces the impact of the journal published by the advocates of social reconstructionism led by George Counts in "The Depression and the Emergence of Social Reconstructionist Theory." In "Social Reconstructionism and the Communal Movement of the Sixties" Barbara Maheu relates the communal movement of the 1960s and 1970s to the theory of social reconstructionism and discusses its impact on education. In "Social Reconstructionism and Its Application to the 1971 Alberta Social Studies Curriculum" Sheila Mawson examines the major tenets of reconstructionism and its application to the Alberta (Canada) curriculum. Finally, using specific examples, Gordon R. Thomas discusses the opportunities and restrictions of the 1981 Alberta Social Studies Curriculum in "Opportunities and Limitations: Applying Social Reconstructionism to Alberta Social Studies." (SY)

ED 277 276 FL 016 339

Garrott, Carl L.

Cognitive Style and Impressions of Student Achievement in College French Classes.

PUB DATE- 25 Nov 86

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Cognitive Structures; *Cognitive Style; College Students; Educational Assessment; Expectation; Field Dependence Independence; French; *Grading; Higher Education; *Language Teachers; Prediction; Second Language Instruction; *Student Characteristics; *Teacher Characteristics; Teacher Student Relationship

A study investigated the possible relationship between college French teachers' cognitive style and their predictions of student performance. Four American-born French instructors and their 84 students at two state-supported universities formed the sample. The results suggest that the field-independent teachers may display more competence in predicting academic ability in both field-dependent and field-independent students, supporting previous research findings. It is proposed that these teachers may perceive the field-dependent students as needing inordinate help in developing strategies and hypotheses and cause the teachers to have higher expectations for the field-dependent student. This suggests that the mismatch of teacher and student cognitive style may have serious consequences in the college classroom, since teacher attributions play a vital role in determining student achievement level. It may be that a field-independent instructor has a more positive effect on student performance. Further research into the use of teacher cognitive style in the classroom is warranted. (MSE)

ED 277 333 HE 019 955

College and University Admissions and Enrollment, New York State, Fall 1985.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Admission; Credit Courses; Degrees (Academic); Doctoral Degrees; Educational Certificates; *Enrollment Trends; *Higher Education; Institutional Characteristics; *Majors (Students); Masters Degrees; Noncredit Courses; Private Colleges; Professional Education; Proprietary Schools; State Colleges; State Surveys; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *New York

New York State college and university admissions and enrollment data for fall 1985 are presented for specific institutions as well as for various institutional classifications. Data are provided on: trends in degree-credit enrollment by type of institution from fall 1970 to fall 1985; degree-credit enrollment by level of study, sector, and sex of student for fall 1985; first-time student degree-credit enrollment in institutions by sector; degree-credit and noncredit enrollment by program levle and type of college, as well as for specific colleges; degree-credit enrollment in occupational programs by major program area, student sex, level, and attendance status; undergraduate, master's, and doctoral degree program enrollment by major subject area, level, attendance status, and student sex; first-professional degree-credit enrollment by subject area; degree-credit unclassified enrollment and graduate certificate enrollment by institutional classificaiton; and trends in undergraduate, first-professional, and graduate admissions by sector and admissions status. (SW)

Phelps, Margaret S.; Wright, Jill D.
Peer Coaching--A Staff Development Strategy for Rural Teachers.
PUB DATE- Nov 86
NOTE- 24p.; This research was funded by the Tennessee Technological University Education Research and Service Consortium and a TTU Faculty Research Grant.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Classroom Observation Techniques; Cost Effectiveness; Delivery Systems; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Extension Education; Higher Education; *Inservice Teacher Education; *Instructional Improvement; *Peer Evaluation; Rural Education; *Rural Schools; Self Evaluation (Individuals); Small Schools; *Teacher Evaluation; Teacher Improvement; Teaching Skills
IDENTIFIERS- *Peer Coaching; Tennessee

A mediated peer coaching program implemented in rural Middle Tennessee in 1984-85 was designed to improve classroom instruction within the constraints imposed by poor, rural schools. Participants were 35 teachers in 9 rural schools, each assigned to a peer coaching team consisting of teachers in the same school but with different grade and/or subject assignments and different levels of experience. Participants met monthly with the project director to discuss some aspect of effective schools research and practice using the Effective Teaching Checklist developed by Tennessee Technological University. Peer team members observed each other teaching, ranked specified teaching behaviors, reviewed observation results, and developed personal instructional improvement goals based on the observations. Participants used the Effective Teaching Checklist to evaluate video-tapes of their lessons recorded at the beginning and end of the school year. Analysis of the data showed significant differences in 8 of 12 categories evaluated: selection of methods, selection of materials, instruction, questioning, motivation, classroom management, providing practice, and evaluation and feedback. In this study, mediated peer coaching was effective in changing overall teaching behaviors and was a cost-effective method of providing in-class feedback and support for rural teachers. The teaching evaluation form and evaluation criteria are appended. (JHZ)

ED 277 527 RC 016 055

Deaton, Don
Environmental Emergency Preparedness. Outdoor Living Skills Series. Instructor Manual.
Missouri State Dept. of Conservation, Jefferson City. Conservation Education Unit.
PUB DATE- 86
NOTE- 95p.; For other documents in this series, see ED 180 682, ED 229 180, ED 243 611, and ED 247 046.
AVAILABLE FROM- Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Emergency Programs; *Environmental Influences; Equipment; Experiential Learning; *First Aid; Instructional Materials; Learning Activities; Lesson Plans; Outdoor Activities; *Outdoor Education; *Prevention; Rescue; Safety Education; *Units of Study; Weather
IDENTIFIERS- Missouri; Survival Skills

This instructor's manual contains 21 lesson plans to teach advanced skills to cope with emergency outdoor living situations and emphasizes being prepared, rather than survival. Written for the classroom teacher, but adaptable for other youth groups, the module contains subject information, lesson plans with activities, student handouts, a written evaluation, and a glossary and bibliography. Each lesson plan includes a title, teaching method, suggested time, purpose, curricula, instructional aids, required facilities, and a detailed topic outline. Lesson plan topics include psychology of survival, examples of emergency situations, common fears and stresses, field first-aid/self-aid for bleeding, effects of cold and heat on the body, fire building, shelter building using poncho pup tent and A-frame; and water procurement using plastic bag still. Other lessons include food procurement (wild edibles, traps and snares); food preparation techniques (planking and mud baking fish); using a signal mirror; direction finding (primitive indicators and star movement); improvising clothing and equipment (rabbit hide mittens, poncho wash basin, poncho bathtub); natural environmental emergencies (cold, tornado, lightning); and emergency kits. Appendices provide an environmental emergency situation test, wind chill chart, items for automobile emergency kit, emergency kit sheet, suggested evaluation activities, and an instructor's key. (NEC)

ED 277 584 SE 047 686

Problems in Math and Science Education. Research in Brief.
National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Science Education; *Science Instruction; *Science Teachers; Teacher Improvement; Teacher Recruitment; *Teacher Shortage

A conference sponsored by the National Institute of Education (NIE) examined some of the issues associated with the shortage of science and mathematics teachers. This report discusses problems related to the shortage and reviews strategies that have been undertaken to alleviate the shortage. Solutions are proposed and priorities are identified. These include: (1) curriculum improvement directed to make instruction more meaningful for the average student; (2) increased research on classroom learning and instruction; and (3) recruitment and retention of more competent teachers in the areas of science and mathematics. (ML)

Hullen, Werner
Observations Related to Impromptu Elements in Classroom Discourse and to the Function of Such Elements in Foreign Language Teaching and Learning.
PUB DATE- 82
NOTE- 15p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Environment; *Discourse Analysis; German; Higher Education; Language Research; *Oral Language; *Second Language Instruction; *Second Language Learning; Speech Acts; *Spontaneous Behavior; Teacher Behavior; Teacher Influence; Teacher Student Relationship
IDENTIFIERS- *Spontaneous Speech

Generally, classroom discourse in foreign language teaching and learning is formalized and does not contain impromptu speech. However, analysis of classroom discourse in a German university foreign language course revealed that teachers' evaluative acts (followups) and "glides" linking one teacher-learner exchange to another do contain impromptu elements. In addition, they are more heavily dominated by the teacher's native language, presumably to exercise control, even unintentionally, over the learners' performance. On the other hand, the general absence of impromptu speech in learners' utterances may be due to lack of opportunity for learners to plan their utterances creatively. It is ironic that teachers are prone to use impromptu speech elements in classroom discourse in order to prevent their learners from using them. (MSE)

ED 277 245 FL 016 217

Sinclair, J. M.
Language Awareness in Six Easy Lessons.
PUB DATE- 85
NOTE- 6p.; In: Donmall, B. G., Ed. Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6; see FL 016 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Foreign Countries; Introductory Courses; *Language; *Language Role; Language Usage; Language Variation; *Linguistics; *Objectives; Receptive Language; Secondary Education
IDENTIFIERS- Great Britain; *Language Awareness

Six propositions express central and crucial functions of language. Knowledge of these concepts constitutes language awareness, and they should therefore be used as a basis for designing language awareness curricula. They are that: (1) each individual has the ability to produce an unlimited number of different utterances from the limited vocabulary and rules he has at any given time; (2) the rules of language are as interesting and meaningful when they are broken as when they are followed; (3) language is at the same time relatively stable and in the process of continuous change; (4) language varies elaborately with social factors; (5) people's language is as individual as the people are, but it can be used by different people to accomplish many things; and (6) utterances have two levels of interpretation: the content itself, and its relationship to what has gone before and what is to come, to the receiver's position, to how it will be received, and so on. (MSE)

ED 277 260 FL 016 312

Lodge, Anthony
What Are We Doing in Modern Languages Today?
PUB DATE- 85
NOTE- 21p.; In: Doble, G., Ed. and Griffiths, B. T., Ed. Oral Skills in the Modern Languages Degree. Proceedings of a Conference at the University of Bradford (Bradford, England, January 3-6, 1984); see FL 016 311.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiolingual Skills; College Second Language Programs; College Students; *Communicative Competence (Languages); *Curriculum Design; Foreign Countries; *French; Higher Education; *Honors Curriculum; Instructional Innovation; Language Tests; Listening Skills; Second Language Instruction; Speech Skills; Testing; *Undergraduate Study
IDENTIFIERS- *University of Aberdeen (Scotland)

The current status of the teaching of oral and aural skills in university French language courses in Great Britain is examined. A review of survey results finds that French teaching at the university level remains much as it was 20 to 30 years ago despite increasing calls for change, and that more serious attempts at change are found in Scottish institutions than in English ones. The author describes the University of Aberdeen's innovative program in Honors French, which arose out of student requests for language work with a wider and more realistic range of problems than traditional classes offered. The program emphasizes situational communicative skills, and stresses speaking and active listening skills. Final student assessment of oral/aural skills consists of a traditional interview with an external examiner and a lengthy language laboratory session in which the student listens to an hour of recorded material on a particular subject and records a 10-minute summary based on that material with a particular audience in mind. A syllabus outline and testing materials are appended. (MSE)

ED 277 568 SE 047 668

Batey, Anne; And Others
Product Descriptions: Database Software for Science. A MicroSIFT Quarterly Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 24p.; For a related document, see SE 047 667.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Science Education; *Computer Software Reviews; Computer Uses in Education; *Database Producers; *Databases; Elementary Secondary Education; Information Retrieval; Information Storage; Instructional Improvement; Instructional Materials; Science Education; Science Instruction; *Science Materials

Specific programs and software resources are described in this report on database software for science instruction. Materials are reviewed in the categories of: (1) database management (reviewing AppleWorks, Bank Street School Filer, FileVision, Friendly Filer, MECC DataQuest: The Composer, Scholastic PFS:File, PFS:Report); (2) data files (providing system requirements, software description, supplementary materials, producer policies, and comments for nine specific programs); and (3) dedicated databases (containing descriptions of Classification, Holt Science Processors, and Information Laboratory Software: Life Science). Producer information is also provided and includes addresses and phone numbers of the identified companies. (ML)

ED 277 213 EC 191 721

O'Day, Bonnie

A Resource Guide for Signs of Sexual Assault. A Supplement to: Preventing Sexual Abuse of Persons with Disabilities: A Curriculum for Hearing Impaired, Physically Disabled, Blind and Mentally Retarded Students.

Minnesota State Dept. of Corrections, St. Paul.

SPONS. AGENCY- Northwest Area Foundation, St. Paul, Minn.

PUB DATE- Jun 83

NOTE- 46p.; Prepared by the Minnesota Program for Victims of Sexual Assault. Not available from source to persons outside of Minnesota. For related document, see EC 171 720.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- *Hearing Impairments; Prevention; *Sexual Abuse; *Sign Language

Part of a curriculum unit on preventing sexual abuse of persons with disabilities, the manual is intended to help instructors present the material to hearing impaired students. Illustrations of sign language are presented for such terms as sexual contact, sexual assault, incest, same sex assault (man/woman), rape (acquaintance/marital), exposer, obscene phone call, offenders, genitals, victims, vulnerable, myth, felony, prosecute, and venereal disease. The terms are offered as suggestions to explain vocabulary in the sexual abuse curriculum. (CL)

ED 277 305 HE 019 922

Collective Bargaining Agreement between the University of Connecticut Board of Trustees and the University of Connecticut Chapter of the American Association of University Professors, July 1, 1986-June 30, 1989.

American Association of Univ. Professors, Washington, D.C.; Connecticut Univ., Storrs. Board of Trustees.

PUB DATE- 1 Jul 86
NOTE- 49p.; This document supersedes ED 257 374.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Affirmative Action; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Grievance Procedures; Higher Education; Merit Pay; Nontenured Faculty; Personnel Policy; Program Termination; Reduction in Force; Retrenchment; *State Universities; Teacher Discipline; Tenured Faculty; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Financial Exigency; Personnel Files; Union Rights; *University of Connecticut

The collective bargaining agreement between the University of Connecticut Board of Trustees and the University of Connecticut Chapter of The American Association of University Professors (AAUP) covering the period July 1, 1986-June 30, 1989 is presented. Items covered in the agreement are: recognition, exclusions, academic freedom, governance, nondiscrimination, affirmative action plans and procedures, board of trustees perogatives, maintenance of procedures, meetings and discussions, contractual grievance procedure, addition to the by-laws grievance procedures, personnel files, members of the unit not in a tenure track, reduction of staff for discontinuance of programs and financial exigency, selection and review of department heads, AAUP rights, AAUP security and payroll deductions, salary scales, salary and benefits, minimum terms, continuation of services, mergers and acquisitions, savings clause, research assistants/associates, merit, temporary employees, discipline for tenured and/or tenure-track faculty, and flexible assignment policy. (SW)

Nazelrod, Barbara D.
Schools: The Necessary Link between High Tech/High Touch.
PUB DATE- 83
NOTE- 12p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Computer Literacy; *Curriculum Development; *Educational Objectives; Elementary Secondary Education; *Humanistic Education; Student Needs; Teacher Education; *Teacher Role; *Technological Advancement
IDENTIFIERS- National Science Board Commission

The schools of today and tomorrow must answer the challenge of increasing technology with firm purpose, clarity of objectives, and an immense awareness of the necessity for humanistic response. Educational systems can meet this challenge through the development and use of appropriate curriculum by motivated and trained teachers and administrators. Present and future curriculum must be keyed to the demanding nature of future trends, be flexible enough to reflect the society it educates, and be current, active, and relevant to the changes forged by the new technologies. Since curriculum selections and presentations are primarily the responsibility of state and local governments, the National Science Board Commission recommends national leadership to coordinate efforts in developing curriculum that is relevant to students in a technological age. Recommendations by the commission reflect a plan for action which can be put into practice within structured school systems as they exist today. Specific applications at the school level also need to be considered to service the entire school community, students, and parents. Teachers and administrators need to be visionary, yet humanistic, in determining goals and setting means to obtain those goals. (DJR)

ED 277 376 IR 051 717

Reece, Joanne; And Others
Library Facility Study.
Idaho Univ., Moscow.
PUB DATE- Aug 86

NOTE- 188p.; Prepared by the Dept. of Facility Planning. Architectural drawings have been reduced in size.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Building Plans; *College Libraries; Facility Case Studies; *Facility Improvement; Facility Requirements; Facility Utilization Research; Higher Education; Library Expenditures; *Library Facilities; *Library Planning; *Needs Assessment; Space Classification; *Space Utilization; Spatial Relationship (Facilities); Study Facilities
IDENTIFIERS- *University of Idaho

The result of a detailed 2-year space needs analysis of the University of Idaho Library, this study focuses on the three primary space requirement elements of users, collection components, and library staff and support services. A summary of issues and recommendations is presented, and the following specific subjects are considered in detail: (1) library organization, (2) existing facilities and site, (3) current issues and trends in library operations, (4) collections, (5) reader and library staff space, and (6) options for meeting the library's space needs. Appendices contain the University of Idaho Long-Range Plan, a square footage analysis of selected areas of the University of Idaho Library seating, and a listing of members of the Western Library Network. Footnotes, a bibliography, 25 tables, and 26 illustrations, including library plans, supplement the text. (KM)

ED 277 390 IR 051 733

Garland, Kathleen; Rike, Galen E.
The Relationship between Scholarly Productivity and Selected Institutional-Level and Individual-Level Variables: A Study of Library and Information Science Faculty Teaching in American Library Association Accredited Programs. Final Report.
PUB DATE- 86
NOTE- 61p.; Paper presented at the Annual Conference of the Association for Library and Information Science Education (Chicago, IL, January 15-17, 1986) and the Annual Conference of the American Library Association (New York, June 28-July 3, 1986).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; College Programs; *Degrees (Academic); *Faculty Publishing; *Faculty Workload; Higher Education; *Information Science; Library Education; *Library Schools; Library Science; Questionnaires; Regression (Statistics); Surveys
IDENTIFIERS- Institutional Prestige

To determine the relationship between scholarly publication of faculty teaching in American Library Association accredited programs of library and information science and selected individual-level and institutional-level variables, a stratified proportional random sample was taken of 182 faculty members listed in the 1984 "Association for Library and Information Science Education Directory." Usable data were collected from 168 individuals via questionnaires, faculty vitae, online databases, and standard biographical and reference sources. Stepwise logistic regression and chi square analyses were used to determine which variables, or combinations thereof, relate most strongly to scholarly publication. The two related individual-level variables are highest degree earned and number of years elapsed from bachelor's degree to highest degree earned, and the four institutional-level variables are program type, size of faculty, prestige of program, and teaching load. It is concluded that these findings have implications for accreditation of library and information science programs, planning faculty development, and determining tenure, and that they should be of interest to persons seeking faculty positions in library and information science programs. Results of the study are illustrated in 15 figures, and a Scholarly Productivity Study questionnaire, code sheet, and faculty data sheet are appended. References and a bibliography are also included. (KM)

ED 277 403 IR 051 747

Ware, Susan A.
Library Skills Workbook. A Self-Paced Workbook. Revised Edition.
Pennsylvania State Univ., Media. Delaware Campus.
PUB DATE- Nov 86
NOTE- 72p.; For an earlier edition (August 1985), see ED 269 025.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Facilities; *Library Instruction; *Library Materials; *Library Skills; Workbooks
IDENTIFIERS- Course Integrated Library Instruction; *Pennsylvania State University

Designed to acquaint Pennsylvania State University students at the Delaware County Campus with the facilities and resources of their library, this workbook on library skills is designed for use with English 15, and its mandatory completion is incorporated into the final course grade. It is organized into exercises dealing with types of materials rather than by area of the library. Each exercise has an introductory section explaining the materials covered, followed by a set of questions to be answered individually by students. Specific areas covered include dictionaries, encyclopedias, Library of Congress subject headings, the online catalog LIAS (Library Information Access System), book review indexes, biographies, the Library of Congress classification system, periodical indexes, the periodical holdings list, newspaper indexes, almanacs and statistical sources, government documents, formats for citing materials in bibliographies, and a checklist for developing a search strategy. Floor plans and examples of index entries and online catalog displays are included. Student assignments at the end of each section have been updated. (KM)

ED 277 431 JC 870 049

Grulick, Lawrence E.
Evaluation of Admission and Placement Testing at Florence-Darlington Technical College.
PUB DATE- 4 Dec 86
NOTE- 20p.; Graduate seminar paper, University of South Carolina at Columbia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *College Entrance Examinations; Comparative Analysis; *Educational Testing; Grade Point Average; Predictive Validity; Standardized Tests; Student Evaluation; *Student Placement; Technical Institutes; *Test Validity; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Career Planning Program; *Scholastic Aptitude Test

A study was conducted at Florence-Darlington Technical College (FDTC) in South Carolina to assess the college's admissions testing program through a review of the current literature on placement testing and a statistical study comparing currently employed instruments, i.e., the Career Planning Program (CPP) test and the Scholastic Aptitude Test (SAT) and a battery of tests developed in-house by FDTC faculty members. The literature review found: (1) studies had mixed findings about the effectiveness of scholastic ability tests as predictors of course grades or freshman grade point average (GPA); (2) some studies showed significant gains in retention and GPA for students who were tested and placed in courses meeting their skill needs; (3) locally developed instruments were more often used than any single published instrument in all areas but reading; and (4) there is a national trend linking assessment to quality of education. The second component of the study was the field testing of the in-house developed battery of tests, consisting of a two-section English test of sentence structure and language usage; a 100-item multiple-choice mathematics test used to measure numerical skills; and a reading test used to measure vocabulary and reading comprehension. Test scores were correlated with students' first-quarter GPA. The results of the field testing indicated that student success was best predicted by the SAT; that a moderate correlation was indicated for the in-house tests; and that the lowest correlation was with the CPP. (EJV)

Tuchscherer, Pamela
Early Educator's Tool Box: The Guide to Early Learning Materials and Program Application.
REPORT NO.- ISBN-0-939705-01-X
PUB DATE- 86
NOTE- 142p.
AVAILABLE FROM- Pinnaroo Publishing, P.O. Box 7525, Bend, OR 97708 ($12.95, plus $2.00 postage & handling; add $0.50 postage & handling for each additional book).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Art; *Classroom Techniques; Disabilities; Early Childhood Education; Health; *Instructional Materials; *Learning Activities; Multicultural Education; Nutrition; Parent Teacher Cooperation; Program Administration; *Program Implementation; Resource Materials; *Safety; Sciences; *Teaching Methods; Volunteers

Over 100 classroom learning resources for early childhood educators are described in this guide. Sections focus on classroom activities, art, nutrition, science, health, safety, multicultural education, special needs, teaching strategies, communication with parents, classroom volunteers, and program administration. All programs and resources listed were chosen for their practicality, quality, and reasonable price. With few exceptions, sources of materials are listed to enable direct ordering from publishers. Those with no source listed are available through interlibrary loans. (RH)

ED 277 473 PS 016 245

Shared Heritage: An Intergenerational Child Care Program.
Hawkeye Area Community Action Program, Cedar Rapids, IA.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 85
NOTE- 103p.; Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education;

Identification; *Intergenerational Programs; *Older Adults; Program Descriptions; Publicity; Records (Forms); Recruitment
IDENTIFIERS- Screening Procedures; *Shared Heritage Child Care Program; *Support Services

This report describes ways in which older persons may become involved in the field of home child care. It is intended to provide (1) detailed information on an intergenerational child care (IGCC) program; (2) general information relating to intergenerational contacts and home child care; and (3) "how-to" information for agencies planning to develop their own IGCC program. Chapters of the report present an overview of eastern Iowa's Shared Heritage Child Care Program; indicate what an IGCC program can offer; contrast IGCC with other types of intergenerational programs; provide guidelines for identifying, recruiting, and screening older participants; discuss the legal status of care givers; and explore program support services for care providers, such as training, toy lending, liability insurance coverage, in-home activity visits, child care referral, and the child care food program. Appendix A is a 32-page report titled "The Shared Heritage Program: Effects on Care Givers." Additional appendices provide copies of related materials, including classified ads used in recruiting, program signs, program brochures, press releases, application form, reference check form, home interview form, home safety check form, medical exam form, descriptions of low and high quality care, lists of traditional activities for children, publicity, recruitment posters, guidelines for recruiting clients, and a parent information sheet. (RH)

ED 277 488 PS 016 279

Pinkett, Kathleen E. L.
Situational Specificity, Cognitive Play, and Ethnic Membership in Preschool Children.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Cognitive Processes; Dramatic Play; *Play; *Preschool Children; Preschool Education; Racial Differences; *White Students
IDENTIFIERS- Constructive Play; *Context Effect; Functional Play; *Situational Differences

Black and white middle class preschool children were compared on the frequency with which they engaged in functional, constructive, and dramatic cognitive play across interactive and noninteractive social play situations. Results of analyses yielded no significant racial differences on the cognitive play types across interactive and noninteractive situations. Significant situational differences were found for constructive and dramatic play, but not for functional play. Further, no significant race x situation interaction was found. It was concluded that findings indicated that the social situation, rather than ethnic membership, influenced the type of cognitive play in which children engaged. Implications for research, education, and policy are discussed. (Author/RH)

ED 277 501 RC 016 015

Native American Children, Youth, and Families. Part 3. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, Second Session (Albuquerque, NM, January 10, 1986).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 86

NOTE- 293p.; Sections of document contain small type. For Parts 1 and 2, see RC 016 013-014.

AVAILABLE FROM- Superintendent of Document, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- American Indian Education; American Indian Reservations; *American Indians; *Child Welfare; *Community Problems; *Drug Abuse; Drug Rehabilitation; *Economically Disadvantaged; Economic Climate; Elementary Secondary Education; *Family Problems; Females; Health Conditions; Hearings; Prevention; Rehabilitation Programs; Reservation American Indians; Suicide; Tribes; Unemployment; Youth Programs

IDENTIFIERS- Colorado; Congress 99th; Fetal Alcohol Syndrome; Navajo (Nation); New Mexico; Pueblo (People); Ute (Tribe)

As part of a weeklong investigation into conditions among Native American families and children, the House of Representatives Select Committee on Children, Youth, and Families met to hear testimony from tribal leaders, parents, young adults, and service providers from reservations and pueblos in New Mexico and Colorado. Topics include unemployment and its effect on the family; housing, sewer, and electricity shortages; a tribally-run school that acts as a base for a comprehensive array of youth and adult services; and foster care and child welfare services. Numerous speakers address the link between alcohol abuse and family problems including Fetal Alcohol Syndrome. Teen-age students from the Southern Ute Tribe (Colorado) discuss a program they initiated to encourage fellow students to remain drug and alcohol free. The report includes transcription of the hearing proceedings, numerous prepared statements from tribal organizations, and articles on issues such as adolescent suicide at an Indian reservation, health of Native American women, childhood injuries in a Native American community, and the epidemiology of Fetal Alcohol Syndrome among American Indians of the Southwest. (JHZ)

ED 277 585 SE 047 687

Graduate Programs in Physics, Astronomy and Related Fields, 1986-87.
American Inst. of Physics, New York, N.Y.
REPORT NO.- ISBN-0-88318-508-3
PUB DATE- 86
NOTE- 982p.
AVAILABLE FROM- American Institute of Physics, 335 E. 45th St., New York, NY 10017.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Astronomy; *College Science; *Doctoral Programs; *Graduate Study; Higher Education; *Masters Programs; *Physics; Universities
IDENTIFIERS- Canada; Mexico; *North America

Designed to provide easily accessible, comparative information on graduate programs and research in physics and in fields based upon the principles of physics, this directory contains descriptions of programs offered at institutions of higher learning in North America. The entries are organized geographically for institutions in the United States, Canada, and Mexico. Within these sections, entries are presented alphabetically by state or province and within each state or province alphabetically by the name of the institution. Appendices serve to assist in the location of the particular institution and contain: (1) geographic listing of departments; (2) alphabetical listing of departments; (3) alphabetical listing of departments by highest degree granted; (4) research specialties of doctoral programs in physics, astronomy, and related fields; (5) areas of concentration of master's programs in physics, astronomy, and related fields; and (6) summary of data from the 1985-86 Graduate Programs Book. (ML)

ED 277 601 SO 017 677

Backler, Alan; Stoltman, Joseph
The Nature of Geographic Literacy. ERIC Digest No. 35.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 4p.
CONTRACT- 400-86-0020

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Geographic Concepts; Geographic Location; Geographic Regions; *Geography Instruction; *Human Geography; Outcomes of Education; *Physical Geography; World Geography
IDENTIFIERS- ERIC Digests

This Digest explores the nature of geographic literacy. Part 1 discusses fundamental themes of geography, including absolute and relative location, the natural and cultural characteristics of place, the development of human-environment relationships and their consequences, human movement and interaction, and the formation and change of regions. Part 2 defines basic geography skills as suggested in "Guidelines for Geographic Education." These skills include asking geographic questions, acquiring geographic information, presenting and interpreting this information, and developing and testing geographic generalizations. Part 3 considers the likely learning outcomes expected if students are provided with skills that improve their geographic literacy. These skills include an increased awareness that absolute and relative location are significant aspects of every natural and cultural feature on earth, an understanding of the significance of place in terms of both natural and human characteristics, a greater awareness of human adaptation to natural environments, an increased appreciation of global interdependence, and greater use of the concept of region. These acquired skills should enable students to think more effectively about their world. (CBC)

ED 277 291 HE 019 877

Compendium of University Statistics, 1986 Edition = Compendium de statistique concernant les universities, edition 1986.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

REPORT NO.- ISBN-0-88876-103-1

PUB DATE- 86
NOTE- 63p.
AVAILABLE FROM- Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada K1P 5N1 ($5.00).
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Faculty; College Graduates; College Libraries; College Students; *Degrees (Academic); *Educational Finance; *Enrollment Trends; Expenditures; Financial Support; *Foreign Countries; *Higher Education; Income; Place of Residence; Population Trends; Research and Development; Student Characteristics; Teacher Salaries; Unemployment
IDENTIFIERS- *Canada

Statistics on Canadian universities are presented in 30 tables in both English and French. The data cover: total population and age group 18-24 by province for 1971, 1976, 1981, and 1985; full-time enrollment rates by educational level; graduation rates for secondary schools, community colleges and universities; unemployment rate by educational attainment, annual averages, selected years, 1979 to 1985; university enrollment by registration status, sex, age, citizenship, and province, 1984-1985; full-time university enrollment by home province and province of study, 1984-1985; undergraduate and graduate enrollment by field of study, registration status, and sex; degrees, diplomas, and certificates by province, sex, and level; tuition fees for full-time students, range by province, 1986-1987; full-time teachers in universities by sex, age, rank, field, and region, excluding Quebec; salaries of full-time teachers in universities by rank and region, excluding Quebec; percentages of gross domestic expenditures on R&D by sector, 1971 to 1986; direct sources of funds and expenditures for education, 1982-1983 and 1985-1986; university income by source and fund, 1984-1985; university expenditures by type and province, 1984-1985; and summary data on university libraries by province, 1982-1983. (SW)

ED 277 319 HE 019 941

Fidler, Paul; And Others
Comparison of USC Entering Freshmen 1975 to 1985.
South Carolina Univ., Columbia. Career Planning and Placement Center.
PUB DATE- 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Black Students; College Choice; *College Freshmen; Comparative Analysis; Higher Education; Institutional Research; Majors (Students); National Norms; Race; State Universities; Student Attitudes; *Student Characteristics; Student Educational Objectives; *White Students
IDENTIFIERS- *University of South Carolina Columbia

Characteristics of entering freshmen at the University of South Carolina (USC) Columbia campus are compared for 1975, 1980, and 1985. For each year, over 2,000 students completed a questionnaire prepared by the American Council on Education. National norms for public universities are provided for 1985, along with comparative data for the 1985 class by race (black/white). Student responses are presented as percentages for the following: sex; age; race; level of concern about financing college studies; educational background of father and mother (college degree); high school average of "A" or "B"; highest academic degree intended at any institution (bachelor's or post-baccalaureate); estimated parental income of more than $30,000; reasons for attending college (money, job, general education); reasons for choosing USC (e.g., tuition, academic reputation); objectives considered to be very important (develop meaningful philosophy, obtain peer recognition); met or exceeded years of study (for six subjects); relgious preference (Baptist, Catholic, none); political views (liberal or conservative); probable major field of study (education, business, computer science); and estimates concerning educational and social status (e.g., get married while in college). (SW)

ED 277 348 IR 012 438

Gastkemper, F.
Seven Statements on Interactive Video.
PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the International Conference of the IFCEB (1st, Amsterdam, Netherlands, March 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Objectives; Cognitive Objectives; Computer Assisted Instruction; *Didacticism; Feedback; Instructional Design; *Interactive Video; *Learning Strategies; Production Techniques; Psychomotor Objectives; Telecommunications

This paper is concerned with the educational significance of interactive video. To clarify this, seven basic educational concepts are reviewed: (1) education and training are organized forms of learning; (2) goals and objectives can be grouped into the cognitive, affective, and psychomotor domains of learning; (3) education refers to learning processes in the broad sense while training deals primarily with skills; (4) methods used to support learners in attaining objectives involve didactics and learning theory; (5) informational feedback is more useful than knowledge of results alone; (6) the pace of feedback is related to both the proficiency of the learners and the nature of the learning tasks; and (7) research findings on the optimal balance of control over learning are contradictory. Seven statements on interactive video are then presented. Three of these statements refer to current educational possibilities and limitations of interactive video, including information supply/retrieval and learning/training; computer-assisted instruction (CAI); and functional and situational criteria for using interactive video. Three statements discuss future developments including integrated applications; home recording of videodisks, digitalization of video signals, and telecommunications; and developments in educational theory and cognitive psychology. The final statement suggests ways to reduce the costs of the design and production of interactive video. The paper concludes with a number of questions important in assessing the educational validity of concrete interactive video programs. (DJR)

ED 277 417 JC 870 033

A Summary and Analysis of Attrition, 1982/83-1984/85.
Vancouver Community Coll. (British Columbia). Office of Institutional Research.
PUB DATE- 27 Aug 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; College Attendance; *Community Colleges; Comparative Analysis; Dropout Rate; *Dropout Research; Enrollment Influences; Foreign Countries; School Demography; *School Holding Power; *Student Attrition; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *British Columbia

A study was conducted to compare the attrition rates at Vancouver Community College (VCC) with those of other British Columbia two-year institutions; to determine the effects of factors such as program duration and employment outlook on attrition; and to identify ways of minimizing the negative effects of attrition. Outcomes factors were calculated using data obtained from the ongoing survey administered to all discontinuants roughly 4 weeks after their departure from the college. For the 1982-83 to 1984-85 period, 36% of the 7,824 discontinuants surveyed responded. Study findings included the following: (1) most VCC attrition rates were lower than the average for two-year colleges in the United States; (2) employment rates were positively correlated with attrition rates, confirming the influence of the labor market conditions on enrollment; (3) VCC's lower than average unit costs of operation served to discount concerns about the potential cost-contributing effects of attrition at the college, though the reputational costs of discontinuants who left VCC as "dissatisfied customers" was seen as a matter for renewed concern. Attrition data by program is appended. (LAL)

ED 277 445 JC 870 076

Tobias, Earole; And Others
Faculty Performance Management System: The Faculty Development/Evaluation System at Beaufort Technical College, 1986-1987. Revised.
Beaufort Technical Coll., SC. Center for Staff and Curriculum Development.
PUB DATE- Aug 86
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; *Evaluation Criteria; *Evaluation Methods; Faculty Development; *Faculty Evaluation; Faculty Handbooks; Peer Evaluation; Student Evaluation of Teacher Performance; Two Year Colleges

Designed for faculty members at Beaufort Technical College (BTC) in South Carolina, this handbook describes the college's faculty evaluation process and procedures. The first sections of the handbook explain the rationale and method for the faculty evaluation process, state the purposes and objectives of the system, and offer a model which breaks the faculty role into teaching and instruction, student advisement, college service, community service, and professional development. Next, the five-point scale used to rate faculty performance in each area is presented. A calendar of events is followed by an explanation of the weighting system used in the evaluation; a chart displaying the percentages associated with each evaluation area; information on the peer appeals panel; and an explanation of the determination of overall ratings. The bulk of the handbook consists of appendices providing information and sample forms related to the Faculty Performance Management System, student evaluation of faculty, student evaluation of advisors, and the evaluation portfolio's contents. (LAL)

ED 277 541 SE 047 630

Strategies for Increasing Involvement of Research Scientists in Implementation of Innovative Science Education Programs. A Report Prepared for the Educational Research and Improvement Branch Office of the Assistant Secretary for Educational Research and Improvement, United States Department of Education, Washington, D.C. Phase I.

Federation of American Societies for Experimental Biology, Bethesda, MD.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 83
NOTE- 58p.; For Phase II, see SE 047 631.
CONTRACT- 300-82-0378
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; Educational Cooperation; *Elementary School Science; Elementary Secondary Education; Instructional Improvement; Minority Groups; Models; Researchers; Science Education; Science Instruction; *Science Programs; *Scientists; *Secondary School Science; Shared Resources and Services
IDENTIFIERS- *Federation American Societies for Exptl Biology

The Education Committee of the Federation of American Societies for Experimental Biology (FASEB) organized a Task Force on Precollege Science Education Programs to develop a strategy for increasing the involvement of scientific research personnel in the implementation of innovative elementary and secondary science education programs. This report summarizes the comments and recommendations of the Task Force that transpired during their audioconference discussions. Contents include: (1) an introduction (outlining the scope of the study and identifying the specific tasks to be undertaken); (2) strategies for involving research scientists in improvement of science education (suggesting ways that research scientists and scientific organizations could assist teachers and identifying examples of innovative approaches); (3) conclusions and recommendations (containing both general conclusions and specific recommendations to the FASEB); and (4) literature cited. Appendices consist of an explanation of the federation's Visiting Scientists for Minority Institutions Program, a suggested model for FASEB speakers bureau, and a listing of the members of the FASEB education committee and Task Force. (ML)

ED 277 555 SE 047 650

Sinha, Savita; And Others
Environmental Education: Module for Pre-Service Training of Social Science Teachers and Supervisors for Secondary Schools. Environmental Educational Series 9.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-85-WS-5
PUB DATE- 85
NOTE- 127p.; For other publications in this series, see SE 047 645-652.
AVAILABLE FROM- UNESCO, Documentation and Information Centre, Sector of Education, 7 place de Fontenoy, Paris 75700, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; Ecology; *Environmental Education; Global Approach; Higher Education; Inquiry; *Interdisciplinary Approach; International Organizations; Learning Modules; *Preservice Teacher Education; Problem Solving; Secondary Education; Simulation; *Social Sciences; Social Studies; Teaching Methods
IDENTIFIERS- Environmental Education Programs

The International Environmental Education Program (IEEP) of UNESCO has developed a series of experimental teacher training modules in environmental education. This module focuses on the pre-service training of secondary social science teachers and supervisors in environmental education. Chapter 1 introduces the module and presents specific objectives of pre-service secondary school teacher training programs in environmental education. Chapter 2 deals with the history and philosophy of environmental education (and includes a description of the IEEP). Basic information about the biophysical and sociocultural aspects of the environment is presented in chapter 3, along with considerations about environmental ethics and environmental decision making. Chapter four discusses some environmental problems and possible solutions. Several teaching methodologies are described in chapter 5, with emphasis on problem solving strategies. Activities and experiments for teaching the environmental dimension in social science subjects are presented in chapter 6. Evaluation of environmental education instruction is addressed in chapter 7, and chapter 8 outlines strategies for planning, developing, and implementing an environmental education program. A bibliography is included. (TW)

ED 277 569 SE 047 669

Hungerford, Harold R.; Peyton, Robert Ben

Procedures for Developing an Environmental Education Curriculum. A Discussion Guide for UNESCO Training Seminars on Environmental Education. Environmental Educational Series 22.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

REPORT NO.- ED-86-WS-76
PUB DATE- 86
NOTE- 118p.; For the guide for training workshops, see ED 206 450.
AVAILABLE FROM- UNESCO Press, 7 place de Fontenoy, Paris 75700, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Curriculum Research; Decision Making; Ecology; Educational Trends; Elementary Secondary Education; *Environmental Education; *Interdisciplinary Approach; International Organizations; Learning Activities; Material Development; Models; Objectives; Problem Solving; Teacher Education; *Teaching Methods
IDENTIFIERS- *Environmental Education Research; UNESCO

In 1980, the International Environmental Education Program of UNESCO published Strategies for Developing an Environmental Education Curriculum, to be used as a working document for a series of regional workshops. This publication is a revision of the 1980 document and is intended to provide an update for curriculum developers in environmental education. Patterns and trends in the field of environmental education are discussed, particularly with regard to curriculum development. A major portion of the document, entitled Environmental Education Curriculum and Materials Development, contains sections on: (1) guidelines for designing an environmental education curriculum format; (2) criteria for decision making in environmental curriculum development; (3) benefits derived from using the goals for curriculum development; (4) an instructional model which applies the goals; (5) procedural guidelines and considerations for curriculum development; (6) the preparation of teachers in environmental education; (7) the implementation of environmental education curricula; and (8) comprehensive environmental education curriculum evaluation. The appendices include sample activities based on the stated curriculum development goals and a nine-page bilbiography. (TW)

ED 277 277 FL 016 341

van Weeren, J.; Theunissen, T. J. J. M.

Testing Pronunciation: An Application of Generalizability Theory.

Centraal Inst. voor Toetsonwikkeling, Arnhem (Netherlands).
PUB DATE- 86
NOTE- 18p.; Table III in the appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiotape Recordings; *Error Patterns; French; *Generalizability Theory; German; Holistic Approach; *Language Tests; *Pronunciation; Second Language Instruction; Second Language Learning; Test Construction; Test Format; Test Items; *Test Reliability; Test Validity

Pronunciation is regarded as a valuable subskill in foreign language teaching and testing. Its quality is commonly assessed in a global way by having examinees read aloud. An atomistic test is a more systematic and explicit approach. Such a test would consist of about 40 items, use recorded performances, and draw on an inventory of pronunciation problems to locate error patterns in students' speech. A study of such a test using Dutch learners of French and German as a second language found it to be reliable for these groups. Further research into the validity of this kind of test is needed, since there are factors such as prosody, liveliness, and overall articulation that would figure in a global rating but are not addressed by this rating system. (MSE)

ED 277 334 IR 012 377

Oglesby, Cynthia Hall
Computer Assisted Instructional Laboratory (CAI) Proposal for an Urban Middle School.
PUB DATE- 19 Feb 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Computer Assisted Instruction; *Computer Literacy; Computer Software; Equal Education; Inservice Teacher Education; Intermediate Grades; Learning Activities; *Learning Laboratories; *Microcomputers; Middle Schools; *Program Evaluation; Programing; Program Proposals; *Remedial Programs; Scheduling; Specifications
IDENTIFIERS- California Achievement Tests; Oklahoma City

This proposal for the creation of a computer-assisted instructional (CAI) laboratory in a middle school in Oklahoma City emphasizes the need for such facilities to provide remedial instruction and improve student motivation as a means of reducing the number of students in the district dropping out of school before graduation. Intended for use by teachers of all content areas, the laboratory would stress computer literacy for both faculty and students as well as the improvement of basic skills. The laboratory would be equipped with IBM PC Jr. microcomputers, a printer, and software for both instructional purposes and for teacher use in developing tests, keeping records, and preparing reports. Four target audiences are identified: (1) students requiring remedial work, who would also receive instruction in computer literacy; (2) students needing supplementary work in the language arts, or students who would benefit from such enrichment activities as programming and problem solving; (3) students who request additional time in the laboratory for extra practice in class related activities; and (4) teachers wishing to use the laboratory for special presentations. The amount of time that would be allotted for each group is specified. This proposal also addresses the issue of equal access to computers for all students; lists potential learning experiences for both students and teachers; discusses staff training and special duties; and describes the proposed methodology for evaluation of the program through student test results and teacher and parent questionnaires. (DJR)

ED 277 514 RC 016 042

Zucker, Henry
Distance Education in Rural Areas.
PUB DATE- Apr 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; Adult Education; Audiotape Cassettes; Communications Satellites; Developing Nations; *Distance Education; *Educational Technology; Libraries; Nontraditional Education; *Political Influences; *Program Descriptions; Radio; *Rural Areas; *Socioeconomic Influences; Telephone Instruction; Videodisks; Videotex

This discussion of social and political aspects, advantages and disadvantages of distance education programs includes descriptions and examples of delivery technologies and programs in developing and developed countries. Among the social aspects considered are distance education's potential to provide a second chance to people who are trapped by geographic isolation, poor school performance, economic disadvantagement, old age, discrimination, and health problems. Political aspects of distance education include ability to reach the majority who are excluded from education in developing countries and to reverse irrelevant, discriminating, colonial models of education. Critics contend that distance education tends to isolate students and defuse student power traditional in on-campus settings, preserve apartheid in South Africa, foster cultural imperialism, undercut local autonomy and individual instructor control, reduce diversity and pluralism in favor of centralized production and homogenization, become a propaganda tool, and make students into passive recipients of overly structured packets of knowledge. Issues in the development of distance education include equal access via government subsidization/direction versus market-driven development, communication systems inadequacies, teaching strategies appropriate to technologically-dependent learning, and enhanced student-teacher interaction. Delivery technologies described are satellites, videotex, teletext, audiocassettes, telephone, radio, television, videocassette/videodisc, and libraries. (LFL)

ED 277 214 EC 191 795

Stuecher, Uwe
Tommy: A Treatment Study of an Autistic Child.
Council for Exceptional Children, Reston, Va.
PUB DATE- 72
NOTE- 62p.; This entry (permitting PC and MP reproduction) supersedes ED 071 216 (which was not reproducible).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; *Behavior Modification; Case Studies; Psychotherapy; *Therapy; Young Children

An 8-year-old hospitalized severely autistic boy was given up to 8 hours per day of therapy for 5 months in an attempt to establish a strong child-therapist affection relationship (which would serve as the basis for all other therapy) and to train the child through a behavior modification program. The teacher-therapist was a graduate student supervised by a hospital psychiatrist. Tommy's symptoms included inability to relate to people, self-imposed isolation, lack of reaction to auditory stimuli, lack of speech, hyperactivity, repetitious motions, feeding problems, and lack of toilet training and ability to dress himself. The first month of therapy was devoted to establishing physical contact and affection. Next, a behavior modification program was gradually introduced to teach personal, social, and academic skills. As a result of the one-to-one therapy, Tommy learned to speak about 70 words, became toilet trained, dressed himself, ate using utensils, learned to read and write numbers to 10 and about 20 words, improved his social skills, decreased his self-isolation need, and lengthened his attention span. Emotional weaning (therapist's gradual withdrawal out of relationship) ended the therapy. A five-page bibliography concludes the document. (KW)

ED 277 230 FL 016 159

Le Feal, K. Dejean
Why Impromptu Speech Is Easy To Understand.
PUB DATE- 82
NOTE- 21p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Communication Skills; *Difficulty Level; Discourse Analysis; Expressive Language; Language Processing; Language Research; *Listening Comprehension; *Oral Language; Redundancy; *Speech Acts; *Spontaneous Behavior
IDENTIFIERS- *Ideation; *Spontaneous Speech

Impromptu speech is characterized by the simultaneous processes of ideation (the elaboration and structuring of reasoning by the speaker as he improvises) and expression in the speaker. Other elements accompany this characteristic: division of speech flow into short segments, acoustic relief in the form of word stress following a pause, and both accidental and deliberate redundancy. It is the presence of all of these characteristics that helps the listener understand the speaker's meaning. Because these elements affect both perception and comprehension, the entire processing of language is facilitated. (MSE)

Tinkel, A. J.
Methodology Related to Language Awareness Work.
PUB DATE- 85
NOTE- 10p.; In: Donmall, B. G., Ed. Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6; see FL 016 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Objectives; Cultural Awareness; Cultural Enrichment; *Curriculum Development; English Instruction; Foreign Countries; *Introductory Courses; Language; *Language Role; Language Teachers; *Linguistics; Secondary Education; *Student Centered Curriculum; Teacher Role; Teaching Methods
IDENTIFIERS- Great Britain; *Language Awareness

The objectives of any language awareness course must be to lead students to a greater awareness of what they already know about language. This kind of course is ideal for student-centered activity, with the students exploring language and the teacher only occasionally imparting new facts. It will have more immediacy if it focuses on the students' linguistic ability and uses that ability to bind together elements of language awareness. Greater awareness of their own language functions should produce in students a greater sensitivity to language in general. Old-style grammar instruction, which is counter-intuitive, has alienated many people, but student-centered language awareness can reinforce and increase competence without alienating. In student-centered instruction, the native speaker's intuitions are in harmony with the teacher's presentation. The teacher's role is as a planner of guided exploration of both the native language and the students' knowledge of it. Course topics should be sequenced effectively using (1) a brief, informal introduction; (2) illustration of the concepts, without naming them; and (3) student production of examples, arguments, and refinements leading to the naming of the concept. It is more effective for students at this level to handle carefully prepared language problems than to talk about language. (MSE)

ED 277 261 FL 016 313

Taylor, Samuel
Communicative Skills and the Modern Languages Degree.
PUB DATE- 85
NOTE- 15p.; In: Doble, G., Ed. and Griffiths, B. T., Ed. Oral Skills in the Modern Languages Degree. Proceedings of a Conference at the University of Bradford (Bradford, England, January 3-6, 1984); see FL 016 311.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiolingual Skills; *College Second Language Programs; *Communicative Competence (Languages); *Curriculum Design; Degree Requirements; Educational Objectives; Educational Strategies; Foreign Countries; Higher Education; Language Proficiency; Listening Skills; *Modern Languages; Research Needs; Second Language Instruction; Speech Skills; *Undergraduate Study
IDENTIFIERS- *Communicative Approach; Great Britain

Oral/aural skills (1) are a major vocational requirement for a student graduating in the language field, (2) are an essential, academically valid element in the language learning process, and (3) enhance the student's overall intellectual development. If a communicative language curriculum is designed carefully, it will integrate all of these elements and meet both the social and the academic needs of the modern university curriculum. The language teaching profession should proceed to develop a communicative methodology, gradually creating a research base where it is lacking. (MSE)

ED 277 404 IR 051 748

Rockman, Ilene F.
An Examination of End-User Search Services in Academic Libraries.
PUB DATE- 86
NOTE- 22p.; An expanded version of this article was presented at the Annual Loex Conference (14th, Ypsilanti, MI, May 1986). The original version appears in the proceedings of this conference from Pierion Press, P.O. Box 1808, Ann Arbor, MI 48106.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Evaluation Methods; Fees; Financial Support; Higher Education; Individual Instruction; Instructional Materials; *Library Services; Library Surveys; *Online Searching; *Online Systems; Online Vendors; Problems; *Users (Information)
IDENTIFIERS- User Training

A national survey of 70 academic libraries was conducted in Fall 1985 to gain a greater understanding of how end-user search services are used, and to assist in their design and implementation. A 69% response rate was achieved. The objectives of the investigation were to gather information on the following factors: (1) types and formats of end-user systems currently operational among the academic libraries surveyed; (2) modes of instruction and types of instructional materials employed; (3) clientele served; (4) evaluation methods and techniques; (5) funding sources; (6) perceived advantages of offering the services; (7) problems and obstacles to overcome; and (8) important variables to consider before offering a service. Study results indicate that libraries provide access to a wide range of users, a variety of systems, and a varied pattern of instructional materials, and that, as new systems emerge, libraries are substituting one system for another, rather than abandoning the practice of offering end-user searching to their patrons. Statistical results are presented in 10 tables, and notes and a listing of libraries surveyed are provided. (KM)

ED 277 528 RC 016 056

Lemon, Donald K.

Educational Personnel Development Project for Training Indian People in Educational Administration at the Master's, Specialist, and Doctoral Levels. Project IDEAL 7th Year Report. 1985-1986. Final Report.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

PUB DATE- Nov 86

NOTE- 100p.

AVAILABLE FROM- Project IDEAL, Center for Teaching and Learning, University of North Dakota, Box 8185, University Station, Grand Forks, ND 58202 ($5.00 ea., $4.00, 10 or more copies).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrator Education; *American Indian Education; American Indian Reservations; American Indians; Doctoral Programs; Higher Education; Masters Programs; *Principals; Program Descriptions; *Program Evaluation; Questionnaires; Rural Areas; *Rural Schools; School Administration; *Student Attitudes

IDENTIFIERS- Context Input Process Product Evaluation Model; North Dakota; *Project IDEAL ND; University of North Dakota

The report details and evaluates Project IDEAL at the University of North Dakota that trains American Indian educational administrators for schools near or on reservations in the state. The report contains background information, description of staff and courses, project objectives and characteristics, internal evaluation, external evaluation, and portrayals of four project graduates. Background information includes names of the 23 students receiving graduate degrees during the project's 7-year history, geographic considerations about North Dakota, and guidelines for elementary and secondary principal credentials. Project description includes staff resumes, description of courses, and the 1985-86 operating budget. Fourteen project objectives emphasize the statewide collaboration of schools and reservations with the University of North Dakota in planning and implementing the project. Responses to internal evaluation questionnaires indicated the project was well-managed, met students' educational and professional needs, offered positive onsite experiences, and had a positive image with constituent communities. The external evaluation used the Context, Input, Process, and Product Model (CIPP) to find that the project met a real need, had adequate resources, and attained its objectives. Appendices provide copies of evaluation questionnaires; tables throughout the text give survey responses. (LFL)

ED 277 586 SE 047 688

Bonja, Robert P.; And Others
"Hands On" Elementary Science Teaching: A Teacher Retraining Consortium Model.
PUB DATE- 22 Nov 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Curriculum Development; Elementary Education; *Elementary School Science; Experiential Learning; Higher Education; *Inquiry; Inservice Teacher Education; Instructional Improvement; Preservice Teacher Education; Process Education; Resource Centers; Science Curriculum; Science Education; *Science Instruction; *Teacher Centers; *Teaching Methods
IDENTIFIERS- *New Jersey

Recognizing the need to promote hands-on learning opportunities and inquiry-based instructional programs in science at the elementary school level, a consortium made up of local school districts and Cook College of Rutgers University has proposed the development of a teacher retraining center. The program would be developed in three stages. Initial planning would begin in January, prior to the school year beginning in September, during which time pilot schools would be selected, the training center framework would be developed, and materials and equipment would be acquired. During stage two the training center would become operational. Supervisors and key teaching staff from the pilot schools would be trained by university staff in the teaching techniques involved in process oriented inquiry learning. In stage three, the key personnel trained in stage two would then begin applying newly developed learning strategies, methodologies, and curriculum. Also discussed in the document are possible strategies for utilizing the resources of the Teacher Retraining Center in the preservice education of undergraduate elementary education majors. (TW)

ED 277 278 FL 016 342

Takala, Sauli
Testing Writing Ability: A Review.
PUB DATE- May 86
NOTE- 25p.; Paper presented at a language testing symposium in honor of John B. Carroll and Robert Lado (Quiryat Anavim, Israel, May 11-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; *Interdisciplinary Approach; Interprofessional Relationship; *Language Acquisition; *Language Tests; Second Language Learning; *Testing Problems; Writing (Composition); *Writing Evaluation; Writing Processes; *Writing Skills

Some of the issues, history, and approaches in the testing of second language writing skills are reviewed. It is argued that because writing serves many important functions in the lives of individuals and activities that speech cannot do equally well, it is time to stop viewing writing as secondary to speech and to accord it equal attention. Most of the attention should be devoted to "writing with composing," the making and conveying of meaning by writing. It concludes that the testing of second language writing would benefit greatly from the very intensive work undertaken in the field of native language acquisition, and that both disciplines would benefit from closer cross-disciplinary ties. (MSE)

ED 277 306 HE 019 923

Collective Bargaining Agreement between the American Association of University Professors, Eastern Montana College, and the Montana University System, July 1, 1985-June 30, 1989.

American Association of Univ. Professors, Washington, D.C.; Eastern Montana Coll., Billings.; Montana State Office of the Commissioner of Higher Education, Helena.

PUB DATE- 1 Jul 85
NOTE- 134p.; This document supersedes ED 257 381.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Rank (Professional); Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Handbooks; Faculty Promotion; Faculty Workload; Governance; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; *State Colleges; Student Rights; Teacher Dismissal; Teacher Salaries; Tenure; Unions

IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Eastern Montana College; Montana University System

The collective bargaining agreement between the Montana University System and the Eastern Montana College Chapter of the American Association of University Professors (AAUP) covering the period July 1, 1985-June 30, 1989 is presented. Items covered in the agreement include: definitions, nondiscrimination and affirmative action, unit recognition and determination, AAUP security, information and data, union use of campus meeting rooms and other facilities, faculty handbooks, professional letter of faculty appointment, academic senate, student rights and responsibilities, student grievance procedure, student evaluation of teaching, faculty performance review, management rights, general principles of shared governance, academic freedom and responsibilities, faculty-administration committee, academic administration search committee, faculty retention and tenure, faculty promotion and evaluation, process to determine appropriate terminal degree, personnel file update, evaluation of probationary faculty, criteria for promotion in rank, tenure and promotion appeals committee, termination for cause and retrenchment, types of faculty appointments, conditions of employment, duties of department heads and coordinators, conflict of interest, workshops and conferences, leaves of absence, and faculty salaries. (SW)

ED 277 363 IR 012 469

Stasz, Cathleen; And Others

Teachers as Role Models: Are There Gender Differences in Microcomputer-Based Mathematics and Science Instruction?

Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- P-7201
PUB DATE- Mar 86
NOTE- 19p.
AVAILABLE FROM- The Rand Corporation, 1700 Main St., PO Box 2138, Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Board of Education Policy; Computer Assisted Instruction; Elementary Secondary Education; *Mathematics Teachers; *Microcomputers; School Districts; School Policy; *Science Teachers; *Sex Differences; *Teacher Qualifications; *Teaching Methods
IDENTIFIERS- *California

This study examines whether male and female teachers differ in: (1) their background or training for instructional uses of microcomputers, and (2) their uses of microcomputers to teach mathematics and science. Research carried out in 60 classrooms in 49 schools in 25 California school districts provided data on district and school microcomputer policies; classroom contexts; and teachers' characteristics, instructional decisions, and practices. Analyses of these data indicated that district and school characteristics and classroom organization and composition did not differ, by and large, among male and female teachers. Furthermore, gender was unrelated to teachers' subject matter and computer knowledge, patterns of microcomputer-based instruction, and instructional decisions and practices. Both female and male teachers provide leadership in the microcomputer movement, have the relevant training and experience that contributes to microcomputer use, use microcomputers for instruction in a variety of ways, and present equally viable role models. (Author/DJR)

ED 277 377 IR 051 718

LSCA Builds Michigan Libraries.
Michigan Library, Lansing.
PUB DATE- Sep 86
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Building Plans; Energy Conservation; Facility Expansion; *Facility Improvement; *Facility Planning; Facility Requirements; *Federal Aid; *Library Facilities; Library Planning; Physical Mobility; *Public Libraries
IDENTIFIERS- Emergency Jobs Appropriations Act 1983; *Library Services and Construction Act; *Michigan

This report highlights 19 of the 48 recently completed public library construction projects in Michigan which received partial funding from the 1983 Emergency Jobs Act. The grants were administered under Title II of the Library Services and Construction Act (LSCA). Introductory material includes listings of the State of Michigan Legislative Council members and alternate members, the Library of Michigan Board of Trustees, state library administrators, and members of the LSCA Advisory Council. Public library construction in fiscal 1983 and the responses of Michigan public libraries to the 1983 Emergency Job Act are summarized, and the following LSCA project reports are presented: (1) New Construction (Auburn Area Branch Library/Bay County Library System, Bridgman Public Library, Hopkins Public Library, Mackinaw Area Public Library, Suttons Bay Area Public Library, and Taylor Community Library/Wayne County Library); (2) Additions and Renovations (Armada Free Public Library, Fowlerville Public Library, Lenawee County Library, Marguerite deAngeli Branch Library/Lapeer County Library, Peter White Public Library, Plymouth Public Library, and Watervliet District Library); (3) Barrier-Free Accessibility (Comstock Township Library, Farmington Community Library, and Memphis City Library); and (4) Energy Conservation (Bedford Branch Library/Monroe County Library System, Jonesville District Library, and Wheatland Township Library). Also included are two papers: "An Alternative to Library Building Standards" (Anders C. Dahlgren) and "Assembling Dreams and Reality: The Job of the Library Building Consultant" (Mary H. Zenke). A selected bibliography on planning library buildings and a summary table of Michigan 1983 LSCA Title II projects are also provided. (KM)

ED 277 432 JC 870 050

Lucas, John A.
Follow-Up Study of 1984 Harper Career Alumni. Research Report Series Volume XV, No. 7.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 2 Feb 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Questionnaires; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup

As part of an ongoing evaluation of the career programs at William Rainey Harper College (WRHC), a follow-up study was conducted of 1984 program graduates, and results were compared with those from earlier surveys. Questionnaires were sent to 763 students who graduated from career programs in 1983-84, requesting demographic information, current education or employment status, and views of WRHC programs and services. Study findings, based on a 76% response rate, included the following: (1) 42% of the graduates had been Nursing or Data Processing majors; (2) almost 53% of the respondents were employed full-time and not in college, representing the highest full-time employment level since 1970; (3) 11.5% were employed part-time and not in college, which was the highest level in WRHC's history; (4) almost 6% of those employed were self-employed; (5) only 30.5% of the graduates were continuing their education, representing the lowest portion since 1971; (6) total unemployment was 5%; (7) 69% were in jobs closely related to their major at WRHC; (8) the average annual salary among graduates was $18,124, up 8% from 1982; and (9) internship opportunities, teaching faculty, the learning resources center, disabled/hearing impaired services, and course selection were features of the college rated most highly. The questionnaire and extensive data tables detailing results are included in the report. (LAL)

McFadden, Emily Jean; Ryan, Patricia

Abuse in Family Foster Homes: Characteristics of the Vulnerable Child.

Eastern Michigan Univ., Ypsilanti. Inst. for the Study of Children and Families.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the International Congress on Child Abuse and Neglect (6th, Sydney, Australia, August, 1986).
GRANT- 90-CA-095/01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Child Neglect; *Classification; *Foster Children; *Foster Family; High Risk Persons; *Individual Characteristics
IDENTIFIERS- *Causal Influences

This paper briefly reviews current knowledge about child abuse in foster care, and presents preliminary findings from a study identifying characteristics of abused children by type of abuse, and type of abuse by behavior of the child. Research indicates that foster children at risk for abuse exhibit specific characteristics, such as having experienced multiple placements, or having special needs or handicapping conditions. Foster parents who maltreat children are typically older, more affluent, and more likely to be married than maltreating biological parents. Agency practices related to foster care abuse include making emergency placements, overloading foster homes, mismatching child and family, infrequent home visits, and lack of foster parent training. Analysis of 176 abuse incidents shows that certain children may be more vulnerable to abuse in family foster homes than others. Data strongly suggest that foster parents need help in understanding toileting behavior and the regression in this area that is likely to occur when a child undergoes trauma. Behaviors interpretable as direct challenges to adult authority were among those most likely to lead to physical abuse, especially those involving physical aggression or use of bad language toward the adult. If these children are to be safely placed, potential foster families must receive better training. (RH)

ED 277 474 PS 016 251

Dennis-Small, Lucretia
Child Abuse and Neglect Prevention Project. Final Report: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 86
NOTE- 120p.; For related document, see ED 264 003.
GRANT- OHDS-06C23-10
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrators; *Child Abuse; *Child Neglect; Community Involvement; Criteria; Economic Factors; Guides; *Intervention; Literature Reviews; Models; National Surveys; *Prevention; Program Design; Program Development; Program Effectiveness; Program Evaluation; *Social Services; State Programs
IDENTIFIERS- Child Protective Service; *Primary Prevention; *Secondary Preventive Intervention; Texas

This final report is a process evaluation of the Child Abuse and Neglect Prevention Project describing the efforts to develop a statewide philosophy and an operational plan in Texas toward primary and secondary prevention of child abuse and neglect. Discussion focuses on the background and origin of the project, first and second year operations and accomplishments, first and second year utilization and dissemination, and second year issues and problems. Appended to the report are a national survey of the state-of-the-art preventive services in child abuse and neglect and a literature review, both of which were conducted by project staff. The survey gathered information about primary and secondary prevention activities in 30 responding states. Analysis identifies factors significant in establishing a high-quality prevention program. In addition to community support, economic considerations, program evaluation, secondary prevention, and criteria for program development, the project's literature review discusses (1) research projects that attempt to determine the most effective kinds of prevention activities, and (2) theoretical models of prevention that have not been tested. Also appended are two tables of contents, one for a school administrators' handbook on the implementation of anti-victimization programs for school children, and another for a manual on the organization of a community coalition to prevent child abuse. (RH)

Yang, Ok Seung; Michael, William B.
The Effect of Verbal Plan and Review Training on Preschoolers' Reflectivity.
PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Cognitive Processes; *Conceptual Tempo; Disadvantaged Youth; *Preschool Children; Preschool Education; Sex Differences; Student Behavior; *Teaching Methods
IDENTIFIERS- Project Head Start

The effectiveness of the verbal plan and review training (VPRT) program in enhancing the reflectivity of 115 economically disadvantaged preschoolers who qualified for a Head Start program but were enrolled at the University of Southern California School for Early Childhood Education was evaluated. Adapted from the curriculum model of Weikart, Hohmann, and Rhine (1981) and based on Smilansky's (1966) three-part sequence, the VPRT program involves three segments: (1) verbalization of a plan embodying free choice for play-related activity; (2) commitment to activities to be pursued in the classroom setting; and (3) oral review of results of activities in the context of teacher/student interaction. In a quasi-experiment, five intact classes were assigned to a treatment group, and three intact classes were assigned to a control group which received traditional instruction. Results suggested that participation in VPRT significantly influenced the manifestation of reflectivity of disadvantaged preschool children, VPRT procedures were more beneficial to boys than to girls, and VPRT showed promise as a cost-effective procedure for increasing the reflectivity of disadvantaged preschool children in classroom settings. (Author/RH)

ED 277 502 RC 016 016

Directrices de los Servicios de Salud para Estudiantes Migratorios (Guidelines for Health Services for Migrant Students).

California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

PUB DATE- 86

NOTE- 32p.; For the English version, see ED 270 246. Translated by Ana Carlota Aroujo.

AVAILABLE FROM- Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271.

LANGUAGE- Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Child Abuse; Community Resources; Elementary Secondary Education; Guidelines; *Health Education; Health Materials; *Migrant Children; *Migrant Health Services; Nutrition; Physical Examinations; *Physical Health; *School Health Services; Screening Tests; Special Education; *State Legislation; Student Records

IDENTIFIERS- *California; Migrant Student Record Transfer System; Scoliosis

To promote uniformity and continuity, standards have been established for planning, implementing, and evaluating student health programs provided by grade K-12 migrant education programs throughout California. In this Spanish language edition, state-mandated health requirements, the rationale for supplemental services, methods of providing supplemental services, and community resources are defined for physical examinations; hearing, vision, and scoliosis screenings; immunizations; dental screening; nutrition; child abuse; mental health and counseling; health education for students, staff, and parents; the Migrant Student Record Transfer System (MSRTS) medical record; and special education. To comply with enabling legislation, the California State Department of Education will assist local educational agencies to ensure that migrant children participate in all federal/state-mandated school health services; identify physical, emotional, and social problems that interfere with the educational process; remediate identified health problems; maintain current medical information using MSRTS; provide preventive health awareness for migrant students, parents, and staff; refer handicapped students to local Department of Rehabilitation offices; and establish liaisons for local handicapped identification and referral. Portions of state education, health and safety, and penal codes are cited and a list of 72 publications available from the California State Department of Education is included. (NEC)

ED 277 602 SO 017 683

Demery, Marie
Sources for the Achievements of Black American Women in the Visual Arts.
PUB DATE- 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Achievement; Art; *Black Achievement; Blacks; Careers; Ethnic Bias; *Females; Higher Education; *Literature Reviews; Mentors; Reference Materials; *Visual Arts

Current publications tend to omit or present scant information about the past and present achievements of Black American women in the visual arts. The purpose of this document is to justify the need for including more Black female achievers in more visual arts publications. As a result of this increased inclusion, the psychosocial function of role modeling for the mentor process will be enhanced in art history. Descriptions of the content of the 63 reference sources have been omitted in order to emphasize the listings of 538 Black women achievers. A review of these references has disclosed that these individuals achieved and are achieving in one or more technique areas--thus a representation of the complete range of art careers. This document is also a precursor to the first comprehensive publication and exhibition entitled "The Past and Present Achievements of Black American Women in the Visual Arts." Additional references--17--are included for the related subjects of art careers, art history, mentors and cross-gender mentors. (Author)

ED 277 215 EC 191 796

Parker, Clyde A., Ed.
Psychological Consultation: Helping Teachers Meet Special Needs.
Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- 75
NOTE- 268p.; This entry (permitting PC and MP reproduction) supersedes ED 107 092 (which was not reproducible).
GRANT- OEG-0-9-0336005-2452
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Behavior Change; Case Studies; *Consultants; *Disabilities; Elementary Secondary Education; *Mainstreaming; Models; *School Psychologists; *Special Education Teachers; Systems Approach; Teacher Effectiveness

The 10 author-contributed papers were given at a 1974 conference on the roles, problems, and skills of school psychologists and special education teachers who serve as consultants to facilitate the mainstreaming of handicapped children. The first section contains four case studies focusing on student behavior change (S. Deno), the Vermont consulting teacher program (A. Egner), a systems approach to improving teacher effectiveness in Houston (B. Dollar and R. Klinger), and improving a school organization's effectiveness through coordinate status consultation (R. Johnson). Reviewed in the second section are five different theoretical models of the consultation process: the triadic model (R. Tharp), a systematic eclectic approach (D. Blocher), a process model (A. Brokes), a collaborative model based on mental health principles (R. Cohen), and developmental constructs in school settings (V. Faust). In the third section, a school administrator (G. Young) discusses effective consultation models from a consumer's point of view. Each paper is preceded by an introductory section emphasizing salient points and is followed by an edited report highlighting major issues of the ensuing discussion. Biographical information about the authors is offered in the final pages. (LH)

ED 277 231 FL 016 160

Seleskovitch, Danica
Impromptu Speech and Oral Translation.
PUB DATE- 82
NOTE- 15p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Connected Discourse; Correlation; Discourse Analysis; Expressive Language; Interpretive Skills; *Language Processing; Language Research; Linguistic Theory; Listening Comprehension; *Oral Language; Speech Acts; *Spontaneous Behavior; *Translation
IDENTIFIERS- *Spontaneous Speech

Impromptu speech is heard only once, at a rate of perception that depends on the speaker's delivery, and is specifically adapted to the listeners. These features trigger cognitive activities that facilitate translation. Impromptu speech is characterized by a constant interconnection between cognitive competence and language competence and between sound (prosodic, syntactic, and lexical features) and sense. A written text delivered orally does not have these characteristics and diminishes the listener's cognitive awareness. Impromptu delivery is characterized by the emission of sounds reflecting the speakers' thinking process; this is one of the major reasons that impromptu speech is easier to understand than prepared speech, and it is the reason that oral interpreters insist on speakers' speaking extemporaneously. (MSE)

ED 277 262 FL 016 314

Thody, Philip
The Place of Spoken Language in the Hierarchy of Language Skills.
PUB DATE- 85
NOTE- 11p.; In: Doble, G., Ed. and Griffiths, B. T., Ed. Oral Skills in the Modern Languages Degree. Proceedings of a Conference at the University of Bradford (Bradford, England, January 3-6, 1984); see FL 016 311.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiolingual Skills; Classroom Techniques; College Second Language Programs; *Communicative Competence (Languages); *Curriculum Design; Educational Strategies; Foreign Countries; French; Government Employees; Higher Education; *Intensive Language Courses; Languages for Special Purposes; Minicourses; Oral Language; *Program Effectiveness; Second Language Instruction; *Speech Skills; *Undergraduate Study
IDENTIFIERS- *University of Leeds (England)

Languages have lost status in the educational system, and oral skills are less effectively and rigorously taught. However, a University of Leeds program providing short, intensive courses in administrative and legal French for British civil servants has been found to be very effective in developing the participants' oral and aural skills. The nature of the course and of its students would make it difficult to transfer directly to college language teaching, but university language departments can benefit from the University of Leeds experience if they are willing to change the structure and content of their curriculum. Departments could design similar intensive courses using texts on tape and in print and requiring substantial independent research and writing on a specific topic. Students should be encouraged to take two courses in different languages, focusing on different topics. Students would be graded on oral skills, written skills, and content knowledge in equal proportions. This approach might mean abandoning traditional humanistic language course content, and all language departments would have to introduce the courses simultaneously for the plan to be successful. Some institutions are already trying similar approaches, and the profession can also learn from their experiences. (MSE)

ED 277 292 HE 019 879

Stewart, Greig M; Hartt, John A.
Multiculturalism: A Prescription for the College Union.
PUB DATE- Nov 86
NOTE- 5p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Environment; College Students; Cultural Awareness; *Cultural Exchange; Culture Contact; Ethnic Groups; *Extracurricular Activities; Higher Education; *Intercultural Communication; Minority Groups; Recreational Facilities; *Student Unions

The benefits of multiculturalism on the college campus and roles the college union can play are discussed. It is suggested that multiculturalism requires college union professionals to go one step beyond cultural pluralism by integrating the beneficial contributions of diversity. The following views are offered: (1) In addition to considering the needs, values, and culture of all its students in assessment and planning, the college union staff and the college's leaders need to respect those needs and values; (2) college programs should reflect the diverse interests of the entire campus population, lounges should be provided for interaction, and food services should offer a varied menu; and (3) before providing student activities that focus on social responsibility, staff and decision-making boards should be exposed to training/discussion that encourages them to appreciate, challenge, and integrate differences of opinion, values, and ideas. It is concluded that the college's environment and quality of the interpersonal development of students are enhanced when the college union adopts multiculturalism in its delivery of programs and services and in its staffing and decision-making boards. (SW)

ED 277 320 HE 019 942

Yura, Helen; And Others
Faculty-Curriculum Development. Curriculum Design by Nursing Faculty.
REPORT NO.- ISBN-0-88737-337-2

PUB DATE- 86
NOTE- 367p.; Papers presented at a series of National League for Nursing Workshops on Faculty Curriculum Development (1973 and 1974).
AVAILABLE FROM- National League for Nursing, 10 Columbus Circle, New York, NY 10019.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Bachelors Degrees; *College Faculty; *Curriculum Development; *Curriculum Evaluation; Educational Change; Educational Objectives; *Educational Theories; Education Work Relationship; Higher Education; *Integrated Curriculum; *Nursing Education
IDENTIFIERS- *National League for Nursing

Faculty curriculum development, and specific applications to nursing education, are addressed in 37 papers and 6 discussion summaries from 1973 and 1974 workshops sponsored by the National League for Nursing. Attention is directed to: the curriculum development process, curriculum evaluation, the conceptual framework as a part of curriculum development, the integrated curriculum, curricular implications of the changing role of the professional nurse, and curriculum revision in baccalaureate nursing education. Titles and authors include: "Curriculum Development Process" (Helen Yura); "Composite of Program and/or Terminal Behavior Objectives of Baccalaureate Nursing Programs" (Gertrude J. Torres); "Identifying Changes and Priorities in Social and Health Care Needs" (Rose Marie Chioni); "The Implications for Curriculum of Changes in the Health Care System" (G. Torres); "Curriculum Evaluation: Methods and Tools" (Eleanor A. Lynch); "Accreditation and the Evaluation Process" (H. Yura); "Today's Conceptual Frameworks within Baccalaureate Nursing Programs" (H. Yura, G. Torres); "The Conceptual Framework as a Component of Curriculum Development" (Rose P. McKay); "The Integrated Curriculum and Nursing Education" (G. Torres); "Curriculum Process and the Integrated Curriculum (G. Torres); "Three Factors of Significance to Baccalaureate Nursing Education" (Marjorie Stanton); "Changes in Nursing Service That Affect Baccalaureate Nursing Programs" (Sylvia Carlson); "Changes in Community Nursing Service That Affect Baccalaureate Nursing Programs" (Helen J. O'Leary); "Curriculum Design and Approaches to Nursing Courses and Content" (Jean Kelley); and "Learning Experiences Within and Outside the Classroom" (G. Torres). (SW)

ED 277 349 IR 012 439

Technology Report.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algorithms; Elementary Education; Field Tests; *Problem Solving; *Quasiexperimental Design; Reinforcement; Research Methodology; *Skill Development; *Training Methods
IDENTIFIERS- *Conceptual Models; Likert Scales; *LOGO Programing Language

In order to determine the extent to which the LOGO programming language can be used as a reinforcer for general problem solving ability, this field study used a production theory approach to problem solving as a conceptual model, and then translated the model into a LOGO oriented framework. The methodology tested the use of an algorithm in a quasi-experimental fashion by presenting it to students, and then determining the extent to which it increased their ability to solve LOGO problems. Four subjects, one each from grades 4, 5, 6, and 8, were presented with standard LOGO problems. (All students had received at least 4 hours of instruction in using LOGO commands.) Students were then rated using a Likert scale. The results indicate that a general problem solving algorithm does not significantly change the problem solving ability of students as it relates to LOGO problems, which implies that a "stronger" algorithm approach should be developed for teaching problem solving for different types of problems. However, the results also suggest ways that LOGO problem solving techniques might generalize to more specific algorithms because of LOGO's highly visual nature, recursive features, and provision of immediate feedback. For the reinforcement of these aspects, LOGO appears to be a highly useful teaching tool. Five references are listed. (DJR)

Statement of the Special Libraries Association on the Department of Commerce Solicitation of Public Comment on the Study of Alternatives for Privatizing the National Technical Information Service.

Special Libraries Association, Washington, DC.
PUB DATE- 2 Jun 86

NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Database Producers; Databases; *Government Publications; *Government Role; *Information Dissemination; Private Agencies; Public Agencies; *Scientific and Technical Information; User Needs (Information)
IDENTIFIERS- *National Technical Information Service; *Private Sector

In this response to the issues and alternatives for the proposed privatization of the National Technical Information Service (NTIS) as presented in the "Federal Register" of April 28, 1986, the Special Libraries Association (SLA) rejects outright the proposal to privatize all of its functions, and expresses its preference for keeping NTIS intact. Responses to individual points made in the proposal emphasize the strengths of NTIS as a one-stop source for government information and the nation's major source point for the acquisition and dissemination of government research and development reports. Some of the implications of privatization are also discussed, e.g., the issue of copyright versus public domain for government reports, the prerogative of agencies to make the initial distribution of reports, and the availability of government publications through the depository library program. Additional issues discussed include public access to information created or collected using public funds, the role of NTIS as a coordinator for cooperative efforts among the major technical reports processing agencies, and the need for continuity in the monitoring of federal research in progress. (KM)

ED 277 418 JC 870 035

Parrish, Richard M.; Harris, David W.
The Need for a Branch Campus of Ocean County College in Southern Ocean County.
Ocean County Coll., Toms River, NJ. Office of Institutional Research.
PUB DATE- Sep 86
NOTE- 73p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Community Surveys; Demography; *Educational Planning; *Facility Expansion; Institutional Advancement; Multicampus Colleges; Needs Assessment; *School Community Relationship; Two Year Colleges

A study was conducted to determine the feasibility of establishing a branch campus of Ocean County College (OCC) in southern Ocean County, New Jersey. Specific variables examined during the study included demographic characteristics; transportation systems, in terms of both public access and roadway networks; land usage; the history of education within the county; and public opinion drawn from three district samples of the southern Ocean County population, obtained through surveys of business firms, junior and senior public high school students, and a representative group of the general public 18 years of age or older. Research findings included the following: (1) business firms with 15 or more employees were very supportive of the expansion of college facilities; (2) 80% of the high school juniors and seniors and 92% of the general public sample indicated that a branch campus of OCC either "definitely" or "probably" should be established in southern Ocean County within the next 2 years; (3) the most preferred program areas were business, computer science, liberal arts, accounting, and real estate; (4) the population of southern Ocean County increased by 19.2% between 1980 and 1985, compared to a 13.1% increase for the northern part of the county; and (5) an estimated 200 to 250 students were anticipated for the first year of operation with a growth potential for 500 students within 5 years and 1,000 students by the year 2000. The results of the study supported the need for a southern OCC faculty. Survey instruments are appended. (LAL)

Balunas, Lynn

A Study of the Effects of Student Employment on Grade Point Average and Retention at Broome Community College. Working Paper Series No. 3-86.

Broome Community Coll., Binghamton, NY. Inst. for Community Coll. Research.

PUB DATE- 86

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Employment Patterns; *Grade Point Average; Grade Prediction; Predictive Measurement; *Student Characteristics; *Student Employment; *Two Year College Students; *Working Hours

In spring 1985, a study was conducted at Broome Community College (BCC) in New York to determine the relationship between the number of hours students worked per week, their grade point average (GPA), and persistence in college and the conditions that may influence this relationship. The American College Testing Program Student Opinion Survey was administered to a sample of 464 students to determine students' age, sex, rank in high school graduating class, marital status, dependent children, major, use of student services, residence, and hours of employment. GPA and persistence information were obtained from college records. Study findings indicated that the number of hours worked had a negligible effect on GPA and persistence. The study report includes a review of the literature on influences on attrition and academic achievement. (LAL)

ED 277 335 IR 012 384

Ngaiyaye, Morven S. W.; VanderPloge, Arie
Differential Effectiveness of Three Kinds of Computer-Assisted Instruction.

PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Covariance; *Computer Assisted Instruction; Conventional Instruction; Data Collection; Data Interpretation; *Disadvantaged Youth; Elementary Education; *Hypothesis Testing; Instructional Systems; *Intermode Differences; Mathematics Achievement; Microcomputers; Reading Comprehension; Systems Development; Vocabulary

This study of the effects of computer-assisted instruction (CAI) on the academic achievement of educationally disadvantaged students in grades 2 through 8 in four urban schools tested three hypotheses: (1) supplementary CAI programs are significantly more effective than non-CAI supplementary instruction approaches for disadvantaged students; (2) school-based supplementary CAI programs are significantly more effective than district-based programs for this group; and (3) vendor-based programs are less effective than programs developed within the system by school personnel. The effects of three types of CAI programs are compared--a vendor supplied microcomputer system, a system-wide CAI program, and a school-based system--with both experimental and control groups for each program. The areas of study included reading comprehension; vocabulary; and mathematical concepts, problem-solving, computation, and composite skills. Analyses of the data failed to produce sufficient evidence to support the contention that disadvantaged students learned more when exposed to CAI, nor was there strong evidence that the impact of CAI varied with the system or the approach used. This report includes the purpose and objectives of the study; information on sample selection and procedures for data analysis and interpretation; study findings; and recommendations for future studies. Tables display data on the study sample by school, program, sex, and grade; pre- and posttest scores; and estimated posttest mean scores. Appendices provide a two-page reference list and analyses of the data on the six areas of study. (DJR)

ED 277 405 IR 051 749

Koga, James S.
University Library Online Reference Service Program Plan, 1986/87.
PUB DATE- Nov 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Eligibility; Fees; Financial Support; Higher Education; Library Administration; *Library Planning; *Online Searching; *Policy; Position Papers; Program Descriptions; *Reference Services; Selective Dissemination of Information
IDENTIFIERS- *California State Polytechnic University Pomona

This program plan for online reference service--the individualized assistance provided to a library patron using an online system--at California State Polytechnic University, Pomona, covers the areas of funding, eligibility for online services, search request eligibility, database eligibility, management of online services, reference faculty responsibilities, and paraprofessional responsibilities. In addition, the following information is provided in nine appendices: (1) Current Operating Practices; (2) Special Services and Prices; (3) Online Ready Reference Policy; (4) List of Subject Specializations; (5) Procedure for Research Office/Office of Development Chargebacks; (6) Procedure for Charging Fees; (7) Procedure for Automatic Updating Service (SDI); (8) List of Contracted Vendors and Account Numbers Listed by Encumbrance Lines; and (9) Orientation Outline for New Reference Desk Staff. (KM)

Children and Families in the South: Trends in Health Care, Family Services, and the Rural Economy. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, Second Session (Macon, GA, April 21, 1986).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 86
NOTE- 193p.; Portions of document contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Abuse; *Child Welfare; *Economic Factors; Educational Needs; Family Problems; Family Violence; Farmers; Government Role; *Health Needs; Hearings; Poverty; *Quality of Life; *Regional Characteristics; Rural Areas; *Rural Family; Rural to Urban Migration; Social Services; Trend Analysis
IDENTIFIERS- Congress 99th; Rural Culture; *United States (South)

The Senate Select Committee met in Macon, Georgia, to hear testimony of 15 individuals concerning various aspects of the problems facing children and families in the rural South. Dale Lick of Georgia Southern College pointed out that the rural South falls behind the rest of the country in health care, education, and overall quality of life. Donald Anderson of the National Association for the Southern Poor emphasized self-help efforts of the poor in overcoming poverty and cited his organization's successes in Surry County, Virginia. Ted Holloway, M.D., outlined problems relating to maternal and infant health care in Southeast Georgia, noting high infant mortality rates for Blacks and Whites and high incidence of teenage pregnancy. Polly Porter discussed the complex effects of the farm crisis on her family. Mark Akers of the Indiana Department of Commerce described a program to help communities attract industrial investments that will provide jobs for community residents. Other topics include the nature of farm families, images of the South, rural to urban migration, child abuse and domestic violence, and the role of the church in providing services for the poor. This report provides a transcript of the hearing proceedings and the witnesses' prepared statements.

(JHZ)

ED 277 529 RC 016 059

Bell, David; Steinmiller, Georgine
A Timely Option for Rural Education: Dual Certification for Special/Elementary Education.
PUB DATE- Oct 86
NOTE- 13p.; Paper presented at the Mid-America Association of Teacher Educators Mini-Clinic, Teacher Education: Models for the Future Conference (Columbia, MO, October 17-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; Educational Needs; Elementary Education; *Elementary School Teachers; Higher Education; Institutional Characteristics; *Preservice Teacher Education; Rural Areas; *Rural Education; Rural Schools; Small Schools; *Special Education; *Teacher Certification; Teacher Education Programs
IDENTIFIERS- Arkansas; Arkansas College; *Dual Certification

To address rural schools' growing need for teachers who can teach in both elementary and special education, Arkansas College has begun a 4-year program of dual certification that will prepare teachers for elementary and special education assignments. Serving a largely rural area, Arkansas College has first hand experience with the problems facing rural schools and is especially sensitive to their needs. The college began to study the dual certification option because of repeated requests from area schools to provide teachers with the training to teach proficiently in more than one area. Many of these rural schools do not need a full-time special education teacher, but do need a teacher who can teach in this area for a portion of the day and at the same time have the training to work in another area for the balance of the day. Dual certification training will not only increase the regular teacher's effectiveness--the special education teacher will also be better prepared to work with students in the mainstream. Such teachers will know what the regular education teacher expects from the student and will better understand how to make the transition between regular and special education experience. A summary of public schools in a 10-county area and a sample academic program check sheet are attached. (JHZ)

ED 277 542 SE 047 631

Strategies for Increasing Involvement of Research Scientists in Implementation of Innovative Science Education Programs. A Report Prepared for the Educational Research and Improvement Branch Office of the Assistant Secretary for Educational Research and Improvement, United States Department of Education, Washington, D.C. Phase II.

Federation of American Societies for Experimental Biology, Bethesda, MD.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 84

NOTE- 20p.; For Phase I, see SE 047 630.

CONTRACT- 300-83-0294

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Articulation (Education); *Cooperative Planning; Educational Planning; Instructional Improvement; Researchers; Science Education; *Science Instruction; *Scientists; Secondary Education; *Secondary School Science; Teacher Workshops

IDENTIFIERS- *Federation of American Societies for Exptl Biology

The education committee of the Federation of American Societies for Experimental Biology (FASEB) organized a Task Force on Precollege Science Education Programs to develop a strategy for increasing the involvement of scientific research personnel in science program implementation. This report contains the comments and recommendations of the Task Force. Perspectives are offered on how research scientists could participate in the improvement of science and mathematics instruction at the local level. Specific contents include: (1) introductory comments (reviewing previous efforts of the Task Force and explaining workshop goals and format); (2) strategies for involving research scientists in the improvement of science education (listing ways, means, and opportunities for research scientists to interact with precollege science teachers and for scientific organizations to assist teachers); and (3) conclusions and recommendations. A listing of workshop attendees and their affiliations is also provided. (ML)

ED 277 556 SE 047 651

Muthoka, Margaret; Rego, Assumpta B.

Environmental Education: Module for In-Service Training of Social Science Teachers and Supervisors for Secondary Schools. Environmental Educational Series 10.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

REPORT NO.- ED-84-WS-54

PUB DATE- 85

NOTE- 134p.; For other publications in this series, see SE 047 645-652.

AVAILABLE FROM- UNESCO, Documentation and Information Centre, Sector of Education, 7 place de Fontenoy, Paris 75700, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Course Content; Ecology; Educational Games; *Environmental Education; Evaluation Methods; Global Approach; Higher Education; *Inservice Teacher Education; Interdisciplinary Approach; International Organizations; Learning Modules; Secondary Education; Social Sciences; *Social Studies; Teaching Methods

IDENTIFIERS- Environmental Education Programs

The International Envrionmental Education Programme (IEEP) of UNESCO has produced a series of teacher training modules in environmental education. This experimental module focuses on the inservice training of social science teachers and supervisors in environmental education. The document is divided into chapters which cover: (1) the history and philosophy of environmental education, along with some goals, objectives, and guiding principles; (2) basic ecological principles and some of the interactions between natural and cultural environments; (3) environmental problems and possible solutions and/or methods of prevention; (4) several teaching methodologies in environmental education, with a particular emphasis on problem solving; (5) suggested activities and experiments intended to facilitate the teaching of the environmental dimension of secondary social science subjects; (6) evaluation in environmental education; and (7) strategies for planning, developing, implementing and managing an environmental education program. A glossary of terms is included, as well as a bibliography. (TW)

ED 277 570 SE 047 670

Non-Formal Environmental Education for Asia. Country Reports Presented at Subregional Training Workshop on Nonformal Environmental Education for Asia. Annex to Final Report.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
PUB DATE- 18 Nov 85
NOTE- 86p.; Organized by Universiti Pertanian Malaysia (UPM). For a related document, see SE 047 671.
AVAILABLE FROM- UNESCO Press, 7 place de Fontenoy, Paris 75700, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; *Developing Nations; *Elementary Secondary Education; *Environmental Education; Foreign Countries; *International Educational Exchange; National Programs; *Nonformal Education
IDENTIFIERS- *Asia; *Environmental Education Programs; UNESCO

Designed for the purpose of furthering exchange of information and experience in the field of environmental education, this document contains an overview of nonformal environmental education development in six countries. Reports on the countries were presented during the Subregional Training Workshop on Nonformal Environmental Education for Asia organized by the Universiti Pertanian Malaysia in cooperation with UNESCO-UNEP International Environmental Education Programme (IEEP). Countries reviewed include: (1) India; (2) Indonesia; (3) Malaysia; (4) Philippines; (5) Sri Lanka; and (6) Thailand. (ML)

ED 277 587 SE 047 689

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement 27, 1986.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- Oct 86

NOTE- 156p.

AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, $12.00; $5.00 each).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Environmental Education; Hazardous Materials; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, descriptors, descriptive notes, and availability information are provided for each entry. Procedures are outlined by which instructors and curriculum developers in the water quality control field can locate instructional materials to meet general or highly specific requirements of their programs. Also included are an author and subject index. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements 1-26. (ML)

ED 277 247 FL 016 219

Davies, Florence
Requirements of a Language Awareness Programme for the Primary to Middle Years.
PUB DATE- 85
NOTE- 21p.; In: Donmall, B. G., Ed. Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6; see FL 016 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; Children; *Curriculum Development; Elementary Education; Elementary Secondary Education; English Instruction; Experimental Teaching; Foreign Countries; *Introductory Courses; Junior High Schools; Language Experience Approach; *Language Role; *Linguistics; Teacher Role
IDENTIFIERS- Bullock Report; Great Britain; Language across the Curriculum; *Language Awareness; Language Performance in Schools (APU); Primary Education in England (HMI)

Development of language awareness programs at the elementary and early secondary levels requires teacher willingness, coherent policy and guidelines for selecting methods and content, and teacher awareness and acceptance of the policies and guidelines and their practical potential. Studies suggest that in Great Britain, the first three requirements are already met. What is required for further development of language awareness programs is a methodology that is not prescriptive or exercise-based as has previously been proposed, but explorative and experimental. Language features of all sizes and at all levels should be included in the curriculum. Syllabuses that embody this approach should be developed and made available to teachers so that they can understand the principles, see them illustrated, and accept them. In addition, research illustrating children's development of language awareness will be helpful to teachers and curriculum planners. (MSE)

ED 277 279 FL 016 345

Nakamura, Yoshihiro
Syllabi Revisited.
PUB DATE- Sep 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Japanese Association of Language Teachers (Kyoto, Japan, September 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Communicative Competence (Languages); Course Content; *Course Objectives; Course Organization; *Curriculum Design; Educational Strategies; *Grammar; *Notional Functional Syllabi; Problem Solving; Second Language Instruction
IDENTIFIERS- *Situational Method

Many teachers feel that the primary goal of language education is the development of communicative rather than linguistic competence. This shift in focus has affected syllabus design. However, no single syllabus appears satisfactory by itself. The grammatical syllabus is effective to instill in learners automatic production of accurate structural patterns, but is criticized for failing to teach language in social contexts. The situational syllabus focuses the teaching content on specific communicative situations, but is better suited for special purposes language instruction than for general language teaching. The notional syllabus provides a wider range of semantic repertoire, but is preferred for more advanced learners. The procedural syllabus specifies what to do in the classroom and centers classroom practice on problem-solving activities. Each syllabus type is useful for different purposes. The task of educators is to provide a balanced syllabus by matching the features of the syllabus to the features of the specific educational setting. (MSE)

ED 277 307 HE 019 924

Collective Bargaining Agreement between the Board of Regents of the University of Nebraska and the University of Nebraska at Omaha Chapter of the American Association of University Professors for the Period July 1, 1985-June 30, 1986.

American Association of Univ. Professors, Washington, D.C.; Nebraska Univ., Omaha.

PUB DATE- 1 Jul 85

NOTE- 45p.; This document supersedes ED 257 393.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Records (Forms); *State Universities; Teacher Employment Benefits; Teacher Salaries; Tenure; Unions

IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Disability Payments; Faculty Reappointment; Personnel Files; Union Dues; Union Rights; *University of Nebraska Omaha

The collective bargaining agreement between the University of Nebraska Board of Regents and the University of Nebraska Chapter of the American Association of University Professors (AAUP) covering the period July 1, 1985-June 30, 1986 is presented. Items covered in the agreement are: definition of terms; unit recognition and description; academic work environment, services, facilities, and workload; academic freedom and professional responsibility; appointments; performance evaluation; reappointment, promotion, and granting of continuous appointment; termination of a primary appointment; termination for adequate cause; hearing procedure; termination as a result of discontinuance of a program or department; procedures for unit member terminations; recall of terminated unit members; nondiscrimination; personnel files; periodic professional leave; professional leaves without pay; personal leave; disability leave; administrative leave with pay; vacation leave; salary and fringe benefits; salary increases; contract ratification and renegotiation; meetings and conferences; dues deduction; minimum terms; interest succession; grievance procedures; arbitration; separability; management rights; no strike, no lockout. Included is an AAUP unit grievance form. (SW)

ED 277 433 JC 870 058

Grulick, Larry
The DAPLAN Process. A Training Manual.
Florence-Darlington Technical Coll., Florence, SC.
PUB DATE- Feb 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *College Planning; Community Colleges; *Educational Objectives; Educational Planning; *Long Range Planning; Organizational Objectives; Technical Institutes; Two Year Colleges; Workshops

Prepared for use in South Carolina's technical and community colleges to promote the development or revision of a long-range plan, this manual describes a plan-development process using the basic techniques of the Develop a Curriculum (DACUM) process and revising them into a procedure for Developing A Long Range Plan, the DAPLAN process. DAPLAN consists of an analysis of the organization's needs developed through a modified brainstorming process by a panel of top-level administrators from the college under the direction of a qualified facilitator. The product of the process is a chart of major categories that describe the ultimate two-year technical college combined with characteristics and actual goals used to direct the institution. Chapter I of the manual presents background information on the DAPLAN process and its initial application at Florence-Darlington Technical College (FDTC), including a definition, historical background, an explanation of the use of the DAPLAN chart and the role of the DAPLAN facilitator, and information on the manual. Chapter II offers information about convening a 2-day brainstorming workshop, covering selection of panel members, workshop schedule, costs and budgeting, physical arrangements, workshop personnel, and support staff. Chapter III is devoted to the role of the DAPLAN facilitator in promoting group interaction; orienting the panel; presenting an overview of the entire DAPLAN process; leading the panel; guiding the panel in refining goals statements; obtaining closure; providing follow-up activities; and evaluating the DAPLAN process. After chapter IV explains how the DAPLAN chart is used in the development of a 5-year plan, chapter V describes how DAPLAN can be used in an annual critique and updating process. FDTC's annual plan for 1985-86 and DAPLAN chart are appended. (LAL)

ED 277 461 PS 016 223

Welbourn, Vivian
The Effect of Class Composition on Achievement.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Class Organization; *Classroom Environment; Elementary Education; *Elementary School Students; Literature Reviews; Models; *Student Characteristics
IDENTIFIERS- Causal Analysis

A review of the literature on the relationship between ability grouping and student achievement reveals that most researchers have found that homogeneous grouping does not significantly affect achievement. A few studies attempted to relate student achievement to teacher ability and instructional strategies; however, they found no significant relationship between the variables. A very limited number of studies tried to assess the relationship of heterogeneous grouping and student achievement. These studies found a significant increase in student achievement in classes in which the heterogeneous groups were also high-aptitude groups. The research in this area has been limited and suggests that more studies ought to be done to investigate the effects of heterogeneous grouping and how student achievement is affected by class aptitude. (RH)

ED 277 490 PS 016 289

Austin, Ann M. Berghout; And Others
A Comparison of Honesty for Home Care, Day Care, and Preschool Children.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; *Family Environment; Group Experience; *Moral Values; *Peer Influence; *Preschool Children; Pretests Posttests; *Social Development
IDENTIFIERS- *Honesty

The purpose of this study was to measure the effects of day care and preschool experience on children's measured honesty, and to compare program participants' honesty scores with those of children cared for exclusively at home. It was hypothesized that children who had been in a child care program for several months would score lower when asked to give their solution to an honesty dilemma than children cared for at home, because their greater exposure to peers would expand their behavioral repertoire. Subjects were 59 children in three different child care settings, preschool, day care, and home, who were pre-tested concerning their understanding of honesty, their definitions of honest behavior, and their judgment of what their behavior would be in an honesty dilemma. Children were retested 3 months later. Although pre-test scores did not differ among the three groups, post-test scores for children in day care and preschool were lower than post-test scores of children in home care. Results are discussed in reference to the increased social awareness and maturity often found among children in early childhood programs. (Author/RH)

ED 277 603	SO 017 699

Wronski, Stanley P., Ed.; Bragaw, Donald H., Ed.
Social Studies and Social Sciences: A Fifty-Year Perspective. Bulletin No. 78.
National Council for the Social Studies, Washington, D.C.
REPORT NO.- ISBN-0-87986-052-9
PUB DATE- 86
NOTE- 221p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anthropology; Citizenship Education; Economics; *Educational History; Educational Resources; Elementary Secondary Education; Geography; History; Political Science; Psychology; *Social Sciences; *Social Studies; Sociology

This publication documents the development of the social studies during the past 50 years. This collection of essays updates major trends in history, political science, sociology, economics, psychology, anthropology, and geography. Unlike two earlier collections, this book has an emphasis on the continuing problems, trends, and issues in both the social sciences and social studies and also contains a series of complementing essays describing developments in the teaching of the discipline areas at the elementary and secondary levels. Following an introduction by Donald H. Bragaw, 15 essays by different authors are presented: "Trials of Clio" (David D. Van Tassel); "From Monopoly to Dominance" (Paul Robinson and Joseph M. Kirman); "The Evolving Nature of Geography" (Salvatore J. Natoli); "Teaching and Learning in Geography" (Barbara J. Winston); "Political Science: Promise and Practice" (John G. Gunnell); "Civics and Government in Citizenship Education (James P. Shaver and Richard S. Knight); "In Search of Economic Ideals and Policies" (David D. VanHoose and William E. Becker, Jr.); "Promoting Economic Literacy" (Beverly J. Armento); "Sociology: From Theory to Social Action" (J. Ross Eshleman); "Teaching Sociology in K-12 Classrooms" (Thomas J. Switzer); "Coming of Age in Anthropology" (Roger C. Owen); "Trends in Precollegiate Anthropology" (Thomas L. Dynneson); "Psychology: Social Science, Natural Science, and Profession" (Michael Wertheimer and Others); "Teaching Psychology in High Schools" (John K. Bare); and "Looking Backward: 2035-1985" (Stanley P. Wronski). (KC)

ED 277 232 FL 016 161

Kopczynski, Andrzej
Effects of Some Characteristics of Impromptu Speech on Conference Interpreting.
PUB DATE- 82
NOTE- 14p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Comparative Analysis; *Conference Papers; Connected Discourse; *Discourse Analysis; Interpretive Skills; Language Research; Mutual Intelligibility; *Oral Language; Speech Acts; *Speeches; *Spontaneous Behavior; *Translation; Written Language
IDENTIFIERS- *Spontaneous Speech

Conference interpreting is an oral impromptu activity. Since texts delivered at conferences range from unprepared oral texts to prepared written texts, there can be clashes between the impromptu features of conference interpreting and features of prepared written texts. Knowledge of the field of discourse and of the predictability of text structures is helpful to the interpreter. (Author/MSE)

ED 277 293 HE 019 880

LaValle, Kenneth P.
Campus Child Care Centers: Expanding Opportunities in Higher Education.
New York State Senate, Albany.
PUB DATE- Jun 83
NOTE- 38p.; The text of the New York State legislation with regard to child care centers is printed in small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Ancillary School Services; *College Students; Costs; *Day Care Centers; Early Childhood Education; *Higher Education; *School Personnel; *State Legislation
IDENTIFIERS- *New York

Proposed New York State legislation to partially subsidize campus child care centers is summarized, along with testimony on the legislation and specific recommendations offered to the legislative committee. The legislation attempts to resolve at least two problems encountered by many student-parents: the lack of campus child care facilities, and the expense incurred for such services. Specific stipulations of Senate and Assembly versions of the legislation are identified. Based on the testimony and recommendations, it is suggested that child care programs be available not only to students and their children but also to children of faculty and staff, and if possible other children in the community. The involvement of faculty, staff, and community members who could pay higher fees would help provide space for children of low income student-parents. Several witnesses emphasized the importance of coordinating campus child care with campus academic programs in early childhood education. In addition, field experience in the campus child care centers could be offered for students in early childhood education and health services. Appendices include the text of the Senate legislation and a summary of New York State Department of Social Services regulations on child care centers. (SW)

ED 277 350 IR 012 440

Levy, Susan
Tools for Tomorrow. Educational Technology in Southern Classrooms.
Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE- 86

NOTE- 16p.
AVAILABLE FROM- Southern Growth Policies Board, PO Box 12293, Research Triangle Park, NC 27709 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Demonstration Programs; Educational Quality; *Educational Technology; Elementary Secondary Education; *Equal Education; *Microcomputers; Minority Groups; Rural Schools; Special Education; *Telecommunications
IDENTIFIERS- Alabama; Georgia; North Carolina; Texas; *United States (South)

The quality of education received by children in the southern states will be greatly impacted by technological change, which will present educators with both unprecedented opportunities and substantial risks. As the four model programs described in this paper illustrate, advances in telecommunications and computer hardware and software can be used to great advantage by school systems. Through telecommunications technology, students in five rural high schools in North Carolina have recently completed a course in applied physics and vocational education that had never been offered in their schools before; three low income, predominantly minority middle schools in Mobile, Alabama, eastern rural North Carolina, and downtown Atlanta, Georgia, are participating in Project MICRO, a program designed to overcome disparities in access to computers; special needs students in Louisiana can use specially adapted microcomputers to improve their leisure and learning skills and boost their self-esteem; and the computer literacy program in Houston, Texas, emphasizes access to microcomputers and training in their use for minority and low income students and their families. On the risk side, introducing technology into the classroom can be costly, alienate teaching staff, and widen the gap between advantaged and disadvantaged students. The development of effective curricula relying on the new technologies can benefit the entire community, while careful long-range planning can prevent the negative outcomes noted above. (DJR)

ED 277 364 IR 012 471

Holligan, Patrick; And Others
Use of Microcomputers in Leicestershire Schools.
Leicester Univ., (England). Primary Communications Research Centre.
SPONS. AGENCY- British Library, London (England). Research and Development Dept.
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Curriculum Development; *Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; Mathematics Instruction; School Surveys; Science Education; *Secondary School Curriculum; Sex Differences; Student Attitudes; *Use Studies

IDENTIFIERS- *Leicestershire County Schools (England)

This report presents the results of a survey conducted among all primary and secondary schools in Leicestershire (England) in 1985 to examine the role of microcomputers in schools, and the extent to which their introduction had led to a shift in teaching emphasis toward providing more skill-based curricula (i.e., study skills for life) rather than content-based curricula (i.e., knowledge for life). It was anticipated that primary schools would provide more scope for investigating computer applications for information handling, while secondary schools would use more subject-oriented computer applications, especially in math and science. Results from 300 of the 424 potential respondents showed that effects on curriculum development are likely to be gradual, and the information role of microcomputers was significantly underdeveloped in primary schools because of insufficient facilities and arrangements for staff training. Little evidence of gender bias operating against female pupils was detected by male or female teachers, particularly in primary schools. In secondary schools, however, it was clear that microcomputers were very much the preserve of mathematics, science, and computer studies departments. This factor, coupled with a 4:1 ratio of male to female secondary teachers of computing may have some negative effects upon the degree to which female pupils are likely to maintain and develop computer literacy skills. Supporting data and a sample questionnaire are appended. (DJR)

ED 277 378 IR 051 719

Clark, Collin, Ed.
LSCA Final Reports: Third Series.
California State Library, Sacramento.
SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- 86
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Services; Federal Aid; *Library Cooperation; *Library Networks; *Library Services; Library Technical Processes; Literacy; Local History; *Outreach Programs; Position Papers; Program Descriptions; *Program Effectiveness; Program Evaluation; Public Libraries; Referral
IDENTIFIERS- *California; *Library Services and Construction Act

This document includes final summary reports from 16 recent federally funded Library Services and Construction Act (LSCA) projects in California. This volume covers generally the period 1984-85, and reports are presented in six subject areas: programs for children, information and referral projects, institutional services, literacy, local history, and technical support. The following projects are described: (1) Leading to Reading, Contra Costa County Library; (2) Pre-School Agencies Cooperative Team (PACT), San Bernardino County Library; (3) Library Child Care Link II, South Bay Cooperative Library System; (4) Performing Arts, Libraries and Schools--Partners Advocating Library Services (PALS), South State Cooperative Library System; (5) County-Wide Information and Referral, Kern County Library; (6) Rural Information Access, San Joaquin Valley Library System; (7) Small Business Information and Referral File, Stockton-San Joaquin County Public Library; (8) State Hospital Librarians Workshop, Atascadero State Hospital Library; (9) Libraries Are Survival and Employment Resource Centers, California State Department of the Youth Authority; (10) Robert K. Meyers Boys Ranch Library, Tulare County Free Library; (11) Literacy for Every Adult Project (LEAP), Richmond Public Library, (12) Adult Literacy Project at San Mateo Correctional Institutions, San Mateo County Library; (13) Heritage Articulation Program, Modoc County Library; (14) Cooperative Local History Project, Riverside City and County Public Library; (15) Serials Access Project, Metropolitan Cooperative Library System; and (16) Coordinated Cooperative Collection Development, North Bay Cooperative Library System. (KM)

ED 277 392 IR 051 735

Hearing on Libraries. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 8 Apr 86
NOTE- 218p.; Serial No. 99-111. Some pages have small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; *Federal Aid; Federal Programs; *Federal Regulation; *Government Publications; Government Role; Hearings; Information Dissemination; *Libraries; Library Services
IDENTIFIERS- Congress 99th; *Library Services and Construction Act; Office of Management and Budget; *OMB Circular A130; White House Conference Library Info Services

This subcommittee hearing addresses the issues and problems currently facing libraries, including the absence of responsibility for library programs resulting from the reorganization of the Office of Educational Research and Improvement (OERI) and the implications of Office of Management and Budget (OMB) Circular A-130. Statements, letters, and supplementary material from the following individuals are presented: (1) Dr. William Asp, director, Office of Library Development and Services, Minnesota Department of Education; (2) Francis Buckley, Jr., assistant director of technical services, Detroit Public Library; (3) Barbara Cooper, chair, White House Conference on Library and Information Services Taskforce; (4) E. J. Josey, chief, Bureau of Specialist Library Services, New York State Library; (5) Susan K. Martin, director, Milton Eisenhower Library Johns Hopkins University; (6) Page Miller, director, National Coordinating Committee for the Promotion of History; (7) Lucille C. Thomas, library consultant; and (8) Joyce Woods, librarian, Saline Public Library (Michigan). Additional supplementary material includes: "Every Penny Invested in Library Services Benefits... the Economy...the Community...the Individual"; excerpts from the Federal Register, vol. 50, no. 247, December 24, 1985, and vol. 51, no. 3, January 6, 1986; and a listing of Library Services and Construction Act grants by Congressional District. The text of House Joint Resolution 244 is also provided. (KM)

ED 277 419 JC 870 036

Brophy, Donald A.
The Relationship between Student Participation in Student Development Activities and Rate of Retention in a Rural Community College.
Sierra Joint Community Coll. District, Rocklin, CA. Administrative Services and Research.
PUB DATE- May 84
NOTE- 171p.
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Counseling Effectiveness; *Developmental Studies Programs; *Dropout Characteristics; Dropout Research; *Dropouts; Educational Counseling; Followup Studies; Remedial Programs; *School Holding Power; Student Attrition; *Student Personnel Services; Two Year Colleges; *Two Year College Students

A study was conducted in fall 1981 and spring 1982 to determine whether participation in selected components of Sierra College's (California) comprehensive student development program had a positive effect on student retention among first-time day students. The study focused on individualized counseling-advising appointments; personal development courses focusing on personal, vocational, and educational planning; and skill development courses aimed at overcoming deficiencies in reading, arithmetic, spelling, and other skills. The study population included 1,760 day students with and without reading test scores (including 1,107 with reading scores) and 1,111 of the original 1,760 who returned for spring 1982. The students were divided into eight groups based upon the kinds and combinations of activities in which they participated. Study findings included the following: (1) the total withdrawal rate for the first semester was 37%; (2) 65% of those withdrawing failed to complete a single class; (3) dropout students were more likely to be over 30 years of age; (4) dropouts tended to attempt and complete fewer courses, had only slightly lower retention rates and grade point averages, and were likely to be either Hispanic or Caucasian; (5) those who dropped out were less likely to have attended orientation or seen a counselor; (6) skills development had less of an impact on retention than no treatment at all; (7) counseling-advising was effective in increasing retention; and (8) positive relationships were found between personal development courses and retention rates. The college's application for admission is appended. (LAL)

Reauthorization of the Head Start Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session (Cedar Rapids, IA, February 14, 1986).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86
NOTE- 143p.; Serial No. 99-100. Some pages contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 ($4.00).
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Block Grants; *Compensatory Education; *Educational Policy; *Educational Practices; Federal Programs; Hearings; Latchkey Children; *Social Services; State Programs
IDENTIFIERS- Congress 99th; Dependent Care Services; Iowa; National Head Start Association; *Project Head Start; *Reauthorization Legislation; Social Services Block Grant Program

This hearing was held to discuss issues related to the reauthorization of Project Head Start and the dependent care programs. Witnesses expressed the current administration's support for a 3-year reauthorization of Head Start, discussed the impact of the Gramm-Rudman-Hollings legislation, and described the Department of Health and Human Services' plans to increase the number of enrolled children. Program directors explained programs and services they offered, and discussed day-to-day issues such as increasing costs and problems in recruiting and retaining staff. They also discussed some positive aspects such as the cost-effectiveness of Head Start and the strength of parent involvement. A Head Start parent described the gains her child had made and her own classroom involvement. Other witnesses offered an overview of Head Start in Iowa and expressed the support of the National Head Start Association for a 5-year reauthorization with a $200 million increase in each year. The concluding panel addressed issues in the reauthorization of the dependent care program. Testimony indicated a critical need for child care services of all kinds, especially for low income working parents. Witnesses described school-based latchkey programs as cost-effective and in need of federal funds, and emphasized the importance of the Social Services Block Grant. (RH)

Dennis-Small, Lucretia
Interagency Child Abuse Network Project. Annual Report: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 86
NOTE- 33p.
GRANT- OHDS-06C23-10
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Child Abuse; *Community Programs; Coordination; Demonstration Programs; *Networks; *Social Services; State Programs; *Training
IDENTIFIERS- Child Protective Service; *Interagency Child Abuse Network; *Texas (Bexar County)

This annual report describes the Interagency Child Abuse Network (ICAN) Project, a joint venture of the Texas Department of Human Services and the Alamo Area Council of Governments in Bexar County. The goal of the ICAN Project was to establish a network of agencies in the county that could develop a team approach to handling child abuse cases. The project presents a model for (1) developing the network; (2) facilitating an ongoing forum for interagency planning, cooperation, coordination, communication, and resolution of issues; and (3) developing written interagency procedures and protocols for reporting and responding to child abuse cases. In addition to providing a summary of first-year operations, discussion focuses on project operations, accomplishments, issues, and recommendations. The section on issues and recommendations discusses three major community issues: a sexual assault treatment facility, a juvenile offenders treatment facility, and qualified therapists. A list of ICAN participating agencies, a statement of the goals of ICAN subcommittees, a reproduction of the cover of a conference brochure, a conference workshop evaluation form with tabulated results, and an ICAN pamphlet are appended. (RH)

ED 277 503 RC 016 017

Couto, Richard A.; And Others
"For a Sharing of Life's Glories": An Evaluation of the Rural Competencies Curriculum Development Project of the Rural Communities Educational Cooperative.
Rural Communities Educational Cooperative, Jellico, TN.; Vanderbilt Univ., Nashville, TN. Center for Health Services.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 56p.
GRANT- G008440482
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Community Development; Community Involvement; Community Leaders; *Community Organizations; Cooperatives; Females; Higher Education; Leadership Training; Nontraditional Students; Program Development; *Relevance (Education); *Rural Education; Rural Environment; Special Degree Programs; Student Attitudes; Teacher Attitudes; Womens Education
IDENTIFIERS- Appalachia (South); Kentucky (Whitley County); Mountain Womens Exchange; *Rural Communities Educational Cooperative TN; *Rural Women; Tennessee (Campbell County)

The grassroots Rural Communities Educational Cooperative (RCEC) made higher education accessible/affordable to adults in rural Appalachian communities, designed courses for competency-based rural education, and received high ratings from students and faculty. The Mountain Women's Exchange--a network of seven community organizations run by low-income women in Campbell County, Tennessee, and Whitley County, Kentucky--began RCEC in 1983 as part of its effort to provide training, employment, and services to women of the area. RCEC developed curriculum to identify rural leadership competencies required for someone committed to living and improving rural Appalachian communities and recruited and oriented faculty. RCEC's success demonstrated the importance of community organizations in organizing educational opportunities. RCEC offered lessons in relating college education to community improvement strategies, in collaboration with institutions of higher education, and in orienting faculty to nontraditional students. This study reports RCEC's history, goals, objectives, and evaluation processes/results and reviews program activities and surveys of students, faculty, and community leaders. A review of literature on rural adult education and on Appalachian socioeconomic trends establishes the context of the RCEC. The report emphasizes development of learner-driven competency-based adult education relevant to rural living and rural leadership training. Appendices provide survey responses, RCEC organizational structure, and course list. (LFL)

ED 277 216 EC 191 797

Weintraub, Frederick J., Ed.; And Others
Public Policy and the Education of Exceptional Children.
Council for Exceptional Children, Reston, Va.
PUB DATE- 76
NOTE- 377p.; This entry (permitting PC and MF reproduction) supersedes ED 116 403 (which was not reproducible).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Accountability; Child Advocacy; Collective Bargaining; Court Litigation; *Disabilities; Due Process; Elementary Secondary Education; Federal Legislation; Guidelines; Legal Responsibility; Public Policy; State Legislation; Trend Analysis

Intended for persons concerned about public policies for exceptional children and those engaged in creating public policy, the book provides guidelines and examples of appropriate policies for exceptional children. Considered in Section I are the varying rights that advocacy groups have won for exceptional children in the legislatures, courts, and administrative agencies, including the rights to education, due process, least restrictive alternative, nondiscriminatory testing, and confidentiality. Current developments in public policy at the federal, state, and local levels are examined in Section II with texts or digests of significant federal laws provided. Trends in state law are reviewed, a model state law is provided, and the issue of financing special education is analyzed. Discussed in Section III are the varying avenues of change: statutory law, administrative policy, attorney generals' opinions, and litigation. Section IV provides information on advocate needs to effect change including techniques of political action, the problem of priority setting, and the impact of time and circumstances on policy decisions. Professional rights and responsibilities are discussed in the final section including such questions as whether a professional is solely an employee of a system or whether he is also an advocate for children, and the positive and negative impact of collective bargaining on exceptional children. (DB)

ED 277 263 FL 016 315

Haag, Winfried
An Analytical Approach to the Teaching of Spoken German.
PUB DATE- 85
NOTE- 24p.; In: Doble, G., Ed. and Griffiths, B. T., Ed. Oral Skills in the Modern Languages Degree. Proceedings of a Conference at the University of Bradford (Bradford, England, January 3-6, 1984); see FL 016 311.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiolingual Skills; Communicative Competence (Languages); *German; Higher Education; *Language Usage; Linguistic Difficulty (Inherent); Oral Language; Second Language Instruction; *Social Influences; *Speech Skills

In language learning, one important prerequisite for successful imitation of the native speaker is full awareness of his linguistic behavior and, if possible, its analysis. Brief language immersion and brief periods of conversation in the target language do not provide enough opportunity to observe the native speakers' linguistic peculiarities and conversational techniques. Second language instruction in German should include conscious analysis of specific aspects of the target spoken language before extensive exposure to native speakers. A thorough knowledge of these linguistic phenomena would contribute significantly to achieving communicative competence, make exposure to native speech more productive, and ensure that students can cope with the social factors inherent in spoken language usage. (MSE)

ED 277 321　　HE 019 943

Orlett, Johanna
Developmental Education at the College of Saint Teresa: Mentoring and Development Portfolio Transcript Program.
College of St. Teresa, Winona, Minn.
PUB DATE- 86
NOTE- 181p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Diaries; *Extracurricular Activities; Females; Higher Education; Individual Needs; *Mentors; Modeling (Psychology); Program Evaluation; Records (Forms); Single Sex Colleges; *Student Development; *Student Educational Objectives; Student Participation; *Student Projects
IDENTIFIERS- Andrews University MI; Azusa Pacific University CA; Canisius College NY; *College of Saint Teresa MN

The use of mentoring and development portfolio/transcript programs for college students is considered. The development portfolio enables students to document activities they selected to achieve their development goals, and may involve journal keeping, logging of courses and activities, and individualized growth projects. Development transcripts document students' progress for the college. Mentors are volunteers whom students ask to assist with their growth projects. The literature on the role of mentor, especially in colleges, is reviewed, as well as research on the mentoring role, and the theoretical bases for successful mentoring. Program evaluation results for the College of Saint Teresa (Minnesota) and a history of student and mentor participation are considered, and protocol materials are provided, including an example of a student's goals and outcomes and forms for documenting activities, courses, and projects. The following mentor training programs with portfolio/transcripts components are also briefly described: Canisius College, Andrews University, and Azusa Pacific University. (SW)

ED 277 406 IR 051 750

Lagana, Gretchen
Beyond the Book: Collection Development and the Special Collections Librarian.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the National Conference of the Association of College and Research Libraries (4th, Baltimore, MD, April 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Conference Papers; Higher Education; *Library Collection Development; *Library Materials; Library Material Selection; *Nonprint Media; *Popular Culture; *Primary Sources; Research Libraries; *User Needs (Information); Videotape Recordings
IDENTIFIERS- Manuscripts; *Special Collections (Library)

In the past quarter of a century, subtle and important changes in both the subject matter and format of collections organized for special collections departments have taken place, and many special collections now contain significant printed "papers" and manuscript collections of research quality in addition to the printed book. Such materials, which may vary widely in format and content, offer the librarian what is initially an inexpensive way to mount an active collections program that can be as relevant to the community as it is to the research and instruction programs of the university. Indeed, if the special collections department is to play an active role in the intellectual life of the university, special collections librarians must begin to learn how papers and other non-book collections support instruction and research in fields that often bypass the library; for example, the field of popular culture, which has been neglected by librarians, but would be especially suited to special collections. If special collections librarians are to remain information brokers rather than becoming mere caretakers, they must adopt new strategies, e.g., being alert to fields like popular culture that are neglected by other areas of the library, examining existing special collections to identify materials of research value in such fields, and working with the faculty and administration to acquire appropriate collections regardless of the format. Eight references are provided. (KM)

ED 277 462 PS 016 229

Barrett, Martyn; And Others
The First Words of the Infant: Their Characteristics and Their Relationship to Maternal Speech.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- Sep 86
NOTE- 8p.; Paper presented at the Annual Conference of the British Psychological Society Developmental Section (Exeter, England, September 19-22, 1986).
GRANT- C00232136
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Infant Behavior; *Infants; Language Acquisition; Language Research; *Mothers; *Parent Influence; *Vocabulary Development
IDENTIFIERS- *Context Effect; *England

This study was designed to answer the following three questions: (1) Are infants' first words always context-bound when they are initially acquired? (2) Do mothers use infants' first words in a context-bound manner when interacting with their infants? (3) What relationship, if any, exists between infants' initial use of early words and mothers' use of the same words when she interacts with her infant? Four firstborn infants, who came from homes in which English was the only language spoken, participated in the study. Observations took place once a month while the infant was between 6 and 10 months of age and once a fortnight when the infant was between 10 and 24 months of age. Each mother-infant pair was video-recorded through a one-way mirror in sessions lasting 20 minutes. Mothers were asked to keep a diary of all new sounds, words, or phrases that their infants produced. Findings indicated that infants' first words were not always context-bound, mothers did not always use infants' first words in a context-bound manner, and, while infants' initial use of a particular word usually bore a close resemblance to the most frequent maternal use of that word, at least three major types of relationships linked mother's most frequent use and infant's first use of a word. (RH)

ED 277 516 RC 016 044

Ortiz, Roxanne Dunbar
Developing Indian Academic Professionals.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- *Academic Education; Access to Education; *American Indian Education; American Indian Studies; *Career Guidance; *Educational Demand; Higher Education; Needs Assessment; *Professional Education; Tribes
IDENTIFIERS- *Native American Studies

While all professional fields, taken for granted in a developed society, are underpopulated in underdeveloped American Indian communities, there is a widespread negative attitude toward academic professionals among Indian leaders today. The attitude may reflect a national and, perhaps, a world trend in increasingly technological and conservative political economies. However, Indian scholars are needed (1) to build stable and academically viable Native American Studies programs in universities to generate badly needed research and parallel courses within all the social science/humanities disciplines; (2) to educate the non-Indian majority in universities so future American leaders are not ignorant of Indian communities and issues; and (3) to use their academic skills in administering tribal programs. Tribal policy makers should encourage higher education and professional formation by undertaking tribal needs assessment; basing higher education funding and counseling on realities of the Indian community; working closely with existing Native American Studies programs to encourage meeting tribal needs; pressuring universities to develop "hard funded" Indian academic programs in curriculum development and research and student support services; providing information to council members, community leaders, and the general Indian population on university education; and encouraging Indian youth to pursue terminal degrees in their field of interest. (NEC)

Disinger, John F.
The "Tbilisi + 10" International Congress: Background. ERIC/SMEAC Environmental Education Digest No. 2, 1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cooperative Planning; *Elementary Secondary Education; *Environmental Education; *Global Approach; Government Role; Government School Relationship; Higher Education; Information Networks; International Cooperation; International Organizations; *International Programs; Nonprofit Organizations; Policy Formation; Professional Associations; Teacher Education Programs
IDENTIFIERS- *Environmental Issues; *UNESCO

An International Congress on Environmental Education has been announced for Moscow, Union of Soviet Socialist Republics (USSR), during late summer 1987, to mark the tenth anniversary of the October 1977 Intergovernmental Conference on Environmental Education, held in Tbilisi, Georgia, USSR. This document reviews the outcome of the 1977 conference, discusses briefly the follow-up activities of the past decade, and indicates the apparent baseline for the 1987 congress. The 1977 conference is described, including its major recommendations and the topics that it addressed. Summaries produced as a result of the conference are discussed, along with follow-up activities that occurred in the United States. These included efforts coordinated by the Federal Interagency Committee on Education, Subcommittee on Environmental Education (FICE/SEE), by the Alliance for Environmental Education (AEE), and by the International Society for Environmental Education (ISEE). Preparatory activities for the Tbilisi + 10 conference are outlined, including ISEE workshops held in 1984 and 1986 as a part of the annual conferences of the North American Association for Environmental Education. (TW)

ED 277 557 SE 047 652

A Comparative Survey of the Incorporation of Environmental Education into School Curricula. Environmental Educational Series 17.
United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.
REPORT NO.- ED-84-WS-84
PUB DATE- 85
NOTE- 160p.; For other publications in this series, see SE 047 645-651.
AVAILABLE FROM- UNESCO, Documentation and Information Centre, Sector of Education, 7 place de Fontenoy, Paris 75700, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Content; *Curriculum Design; *Educational Objectives; Elementary Secondary Education; *Environmental Education; Evaluation Methods; Global Approach; Interdisciplinary Approach; *International Cooperation; International Organizations; International Programs; Learning Activities; *National Surveys; Teacher Education
IDENTIFIERS- Environmental Education Research

The UNESCO International Environmental Education Programme has undertaken a comparative study of the incorporation of environmental education into elementary and secondary school curricula. A survey was designed to investigate how environmental education has been introduced into school curricula in different educational systems in various countries. This document presents environmental education in terms of its goals, objectives, and guiding principles, as formulated at the International Workshop on Environmental Education, held at Belgrade, Yugoslavia, in 1975, and the International Conference on Environmental Education, held at Tbilisi, Russia, in 1977. Survey responses are included from the nations of Colombia, West Germany, India, Jamaica, Japan, Kenya, Kuwait, Malaysia, Nepal, Sri Lanka, Thailand, Russia, and Venezuela. These responses included: (1) national policy on environment and environmental education; (2) environmental education curriculum, including aims, objectives, content, teaching methodologies, and examples of learning activities; (3) evaluation; and (4) teacher education. The responses are synthesized and trends and problems are described. A bibliography is included. (TW)

ED 277 571 SE 047 671

Subregional Training Workshop on Nonformal Environmental Education for Asia. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.

PUB DATE- 18 Nov 85

NOTE- 151p.; Organized by Universiti Pertanian Malaysia (UPM). For a related document, see SE 047 670.

AVAILABLE FROM- UNESCO Press, 7 place de Fontenoy, Paris 75700, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Conservation (Environment); Developing Nations; Energy; *Environmental Education; Ethics; Foreign Countries; *International Educational Exchange; International Programs; *Natural Resources; *Nonformal Education

IDENTIFIERS- *Asia; *Environmental Education Research; UNESCO

The Subregional Training Workshop on Nonformal Environmental Education for Asia was organized by Universiti Pertanian Malaysia in cooperation with UNESCO-UNEP International Environmental Education Programme (IEEP). The workshop aimed to familiarize participants with IEEP's sourcebook on nonformal environmental education. This report contains resumes of the chapters of the sourcebook and suggestions for local adaptation of the sourcebook in the participating countries. Summaries are also provided on how nonformal environmental education programs are carried out in the countries of India, Indonesia, Malaysia, Philippines, Sri Lanka, and Thailand. Sections in this final report include: (1) an introduction; (2) an integrated summary of the participating country's programs; (3) an explanation of IEEP; (4) the sourcebook's outline; (5) an overview of nonformal environmental education; (6) some basic environmental knowledge; (7) environmental problems; (8) natural resources; (9) energy and its uses; (10) development; (11) environmental ethics; (12) suggestions for local adaptation of the sourcebook; and (13) eight appendices. (ML)

ED 277 588 SE 047 690

Yoshioka, Ruby, Ed.

Thousands of Science Projects. Classified Titles of Exhibits Shown at Science Fairs and/or Produced as Projects for the Westinghouse Science Talent Search. Second Edition.

Science Service, Inc., Washington, D.C.

SPONS. AGENCY- Union Carbide Corp., Oak Ridge, Tenn. Nuclear Div.
PUB DATE- 87
NOTE- 108p.; Document contains small print.
AVAILABLE FROM- Science Service, Inc., 1719 N St., NW, Washington, DC 20036 ($3.00 single copy, inquire for quantity price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Biological Sciences; Earth Science; *Elementary School Science; Elementary Secondary Education; Extracurricular Activities; General Science; Physical Sciences; Reference Materials; Science Education; Science Experiments; *Science Fairs; *Science Projects; *Secondary School Science

Designed to serve as a source of ideas for students of all age levels for science fair projects, this publication lists titles of projects by young people who participated in fairs leading to the International Science and Engineering Fair or competed in the Science Talent Search for the Westinghouse Science Scholarship and Award. The titles have been classified by subject matter according to the Library of Congress system of classification. An index provides a listing of the major topic and subtopic areas. Information is also included on how to use this book. (ML)

ED 277 248 FL 016 220

Downes, P. J.
Language Awareness in a Child Development Course--A Case Study.
PUB DATE- 85
NOTE- 8p.; In: Donmall, B. G., Ed. Language Awareness. National Congress on Languages in Education Assembly (4th, York, England, July 1984). NCLE Papers and Reports 6; see FL 016 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Child Development; *Child Language; Course Objectives; Curriculum Development; *Field Experience Programs; Foreign Countries; *Language Acquisition; *Language Role; Linguistics; Practicum Supervision; Secondary Education; *Secondary School Curriculum; Teacher Student Relationship
IDENTIFIERS- Great Britain; *Language Awareness

A course in child development offered at a British secondary school focused on language development. The primary objective was to sharpen college students' awareness of the language development of children they meet in their everyday lives and children they study during the course. The teacher's role is to extract linguistic theory from the observations made by students and to encourage students to try out language strategies with young children in different situations. The course topics included: the miracle of language development; developmental ages and stages; talk in everyday situations; language and play; the language of control; rhymes, songs, and stories; reading and books; television and young children; and the wider implications of the topics studied. Problems encountered or addressed in the course planning and implementation include sex-stereotyping of the caretaker role, sensitive areas in the teacher-student relationship such as low-achieving students, student misunderstandings of the course's objectives, and the adequate training of teaching personnel. (MSE)

ED 277 280 FL 016 386

Doggett, Gina
Eight Approaches to Language Teaching.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Dec 86
NOTE- 7p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Audiolingual Methods; *Classroom Communication; *Classroom Techniques; Communicative Competence (Languages); *Educational Objectives; Grammar Translation Method; *Learning Processes; *Second Language Instruction; Student Role; Suggestopedia; Teacher Role; *Teaching Methods
IDENTIFIERS- Community Language Learning; Error Correction (Language); Silent Way (Gattegno); Total Physical Response

Important features of eight second language teaching methods--grammar-translation, direct, audiolingual, the Silent Way, Suggestopedia, community language learning, Total Physical Response, and the communicative approach--are summarized . A chart outlines characteristics of these aspects of the methods: goals, teacher and student roles, the teaching/learning process, student-teacher and student-student interaction, dealing with feelings, view of language and culture, the aspects of language emphasized, the role of the students' native language, means for evaluation, and response to student errors. The report also lists additional information sources. (MSE)

ED 277 336 IR 012 417

Hofstetter, Fred T.
The Eleventh Summative Report of the Office of Computer-Based Instruction.
Delaware Univ., Newark. Office of Computer-Based Instruction.
PUB DATE- 1 Jul 86
NOTE- 303p.; For earlier reports, see ED 249 865 and ED 274 308.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Curriculum; *College Instruction; *Computer Assisted Instruction; *Computer Science Education; *Computer Software; Credit Courses; Departments; Educational History; Higher Education; Instructional Development; Noncredit Courses; Program Descriptions; Program Evaluation; Questionnaires; Recordkeeping; Units of Study
IDENTIFIERS- *PLATO; *University of Delaware

The University of Delaware's work with computer-based instruction since 1974 is summarized with attention to the history and development of the Office of Computer-Based Instruction, university applications, outside user applications, and research and evaluation. PLATO was the system that met the university's criteria, which included support for instructional strategies such as gaming, simulation, testing, drill-and-practice self-paced programmed instruction; a library of computer-based learning materials; a programming language that was easy to use; a student record-keeping capability to support educational research; interactive graphics; and an overall system reliability. Information is provided on credit and non-credit courses using computer-based instruction during 1985-86. Activities of the 36 departments and projects using PLATO are summarized, and sample lessons are provided. Outside use applications are also described, including workshops and consulting services, pre-college demonstrations, programming courses, and courseware development. Materials include a model for courseware development, a student evaluation form for PLATO, abstracts of computer-based education developments, and a catalog of PLATO and microcomputer programs under development. (DJR)

ED 277 491 RC 015 990

Hamaker, Mary Lou Nava
Leadership Skills for Migrant Parents.
Los Angeles County Office of Education, Downey, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Oct 86
NOTE- 22p.; A product of the Migrant Education Program, Region X.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advisory Committees; Elementary Secondary Education; Leaders Guides; Leadership Responsibility; *Leadership Training; *Migrant Adult Education; Migrant Programs; *Parent Responsibility; Pretests Posttests; *Skill Development; Values Clarification
IDENTIFIERS- *Parent Advisory Councils; Roberts Rules of Order

Written for staff developers and resource personnel who work with parents, this curriculum guide is designed to develop leadership skills in migrant parents who have been elected to leadership positions in their respective Parent Advisory Committees. The booklet focuses on developing such skills as knowing how to use parliamentary procedure, setting goals and objectives, solving problems, and developing communication skills (assertiveness, resourcefulness, and independence). Included are generalizations about society, the learner, the subject matter of leadership skills, and goal statements. Affective and cognitive pretest and posttest activities (written in both English and Spanish) enable parents to demonstrate that they value leadership skills by applying them in school and conference situations and to apply their knowledge of skills for conducting a meeting. The booklet concludes with an outline of Robert's Rules of Order in both English and Spanish. (NEC)

ED 277 530 RC 016 061

Jaimes, Annette M.
American Indian Studies: An Overview and Prospectus.

PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Academic Education; American Indians; *American Indian Studies; *College Curriculum; College Programs; *Cultural Differences; Culture Conflict; *Educational Change; Educational Innovation; Educational Needs; Educational Philosophy; Higher Education; *Intellectual Disciplines; Program Content; Program Design; *Program Implementation

American Indian Studies (AIS) faces many problems in its attempt to emerge as an academic discipline, but several activities, individuals, and concepts offer possible solutions. AIS is a conceptually rudderless discipline, isolated both within the academic environment and from its cultural roots, and functioning as career ladder for those who wish to "work with Indians" rather than providing intellectual pursuits for Indians themselves. The chief conceptual difficulty in creating an AIS discipline is the Euroamerican orientation of standard academic curricula with its "white studies" and European-derived processes and standards. Current programs and practitioners providing a basis for future development of AIS include: AIS programs in colleges/universities in 22 states; emergence of AIS focused and controlled journals offering autonomous scholarly publishing; efforts to establish independent AIS-controlled book publishing enterprises; three generations of competent and innovative practitioners within and outside academic settings. The essential missing requirements for emergence of AIS as a discipline is a coherent alternative to "white studies." Efforts toward this include insistence on articulation of Native American perspectives vis-a-vis the content of various disciplines, developing political and legal themes within a more Indian-specific depth, and cooperation with new internationalist Indian organizations which offer more universalized and less self-serving forums. (LFL)

ED 277 233 FL 016 162

Orestrom, Bengt
When Is It My Turn To Speak?
PUB DATE- 82
NOTE- 12p.; In: Enkvist, Nils Erik, Ed. Impromptu Speech: A Symposium. Papers Contributed to a Symposium on Problems in the Linguistic Study of Impromptu Speech (Abo, Finland, November 20-22, 1981); see FL 016 148.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dialogs (Language); Discourse Analysis; *Interpersonal Communication; Language Patterns; Language Research; Nonverbal Communication; *Oral Language; Semantics; Speech Acts; *Spontaneous Behavior; Suprasegmentals; Syntax; Verbal Communication
IDENTIFIERS- *Spontaneous Speech; *Turn Taking

A study analyzed four dyadic conversations for evidence of the signals operating in the turn-taking process and facilitating the smooth exchange of turns. It found over 20 syntactic, prosodic, and semantic features occurring frequently with turn-taking. The five most significant factors correlating with turn-taking were a prosodically completed sequence, a syntactically completed sequence, a semantically completed sequence, a loudness reduction, and a pause. Analysis of the findings revealed that about 87 percent of the turn-takings took place without any simultaneous talk, and of those, 95 percent occurred at a grammatical boundary. In two-thirds of the cases, the grammatical boundary was also combined with a step-down in loudness immediately before or after the pause. A step-up in loudness hardly occurred at all at turn ends, but a step-up in speed occurred in 15 percent, suggesting that increased speed at the end of a speaking turn is a way of tailing off or a way of protecting the turn. (MSE)

ED 277 264 FL 016 316

Pollock, Richard
Towards a Pedagogic Theory of Interpreting: Learning to Interpret, or Interpreting to Learn?
PUB DATE- 85
NOTE- 18p.; In: Doble, G., Ed. and Griffiths, B. T., Ed. Oral Skills in the Modern Languages Degree. Proceedings of a Conference at the University of Bradford (Bradford, England, January 3-6, 1984); see FL 016 311.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiolingual Skills; Aural Learning; Classroom Techniques; College Second Language Programs; Educational Strategies; Higher Education; Interpretive Skills; Language Fluency; Learning Strategies; Listening Comprehension; Listening Skills; Oral Language; Second Language Instruction; Second Language Learning; *Speech Skills; *Translation; *Undergraduate Study

Interpreting, or oral translation, can be used in undergraduate second language study as a technique for developing oral skills. The technique can produce both sound linguistic judgment and confident oral and written performance that last beyond testing. It integrates four essential elements of oral/aural skills: comprehension, phonology/fluency, lexicon, and grammar. The improvement of comprehension and fluency produces skills, and the reinforcement of lexicon and grammar produces knowledge. The combination of skills and knowledge produces performance. (MSE)

ED 277 294 HE 019 881

Twale, Darla; Fogle, Rick
Learning LeaderShop Develops Students, Builds Group Unity.
PUB DATE- Sep 86
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Students; Decision Making; *Extracurricular Activities; Higher Education; *Leadership Training; Problem Solving; Program Administration; *Student Development; *Student Leadership; *Student Unions; Time Management; Workshops
IDENTIFIERS- Myers Briggs Type Indicator; University of Pittsburgh PA

Workshops that help students develop leadership are offered twice a year by the Office of Student Activities at the University of Pittsburgh. Soon after the 12 programming committee chairs and the student coordinator are selected in December, they meet with advisory staff in a local hotel for a training workshop, the first session of the "LeaderShop." A retraining workshop the following September is also offered as a refresher course. The LeaderShop uses a variety of learning/training strategies, including questionnaires, case studies, lectures, group discussion, and simulation. The student activities office helps promote student development by covering such areas as leadership and communication, time and conflict management, problem-solving and decision-making, planning and organizing, and budgeting and evaluating. In fact, the committee chairpersons not only schedule, contract, and manage events, they also assume responsibility for their committee activities. As a group, they conduct their own meetings, resolve budget disputes, preside over committees, and monitor progress of their scheduled events. Involvement of students in the leadership sessions promotes self-expression, commitment, and accountability, and enables them to meet interesting people and expand cultural awareness and participation. (SW)

Agreement between Board of Trustees Montgomery Community College and Montgomery College Chapter American Association of University Professors, Effective June 26, 1986.

American Association of Univ. Professors, Washington, D.C.; Montgomery Coll., Rockville, Md.

PUB DATE- 26 Jun 86
NOTE- 50p.; This document supersedes ED 257 392.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Community Colleges; *Contracts; *Employment Practices; Faculty Development; Faculty Promotion; Grievance Procedures; Higher Education; Leaves of Absence; Librarians; Personnel Policy; Reduction in Force; School Counselors; State Colleges; Teacher Dismissal; Teacher Employment Benefits; Teacher Salaries; Tenure
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Disability Payments; *Montgomery College MD; Noninstructional Staff; Tuition Benefit Programs; Union Dues; Union Rights

The collective bargaining agreement between Montgomery Community College Board of Trustees and the Montgomery College Chapter of the American Association of University Professors (AAUP) covering the period June 26, 1986 to June 30, 1990 is presented. Items covered in the agreement are: definitions and unit recognition; management functions; grievance procedure; arbitration; faculty appointments; tenure; procedure for discharge for just cause; conduct of the hearing; reduction in force; workload for teaching faculty, counselors, librarians, and learning resource faculty; sick leave; court attendance leave; bereavement leave; professional meeting leave; sabbatical leave; extended leave without pay; personal leave; short-term disability benefits; released time; dues deduction; academic year and summer session salaries for faculty and other staff; insurance; educational assistance program; faculty development program; retirement incentive program; no strike/no lockout. (SW)

ED 277 365 IR 012 473

Sanford, David L.; Roach, J. W.
Using Rule-Based Computer Programming to Unify Communication Rules Research.
PUB DATE- 1 May 86
NOTE- 21p.; Paper presented at the Annual Convention of the Eastern Communication Association (Atlantic City, NJ, May 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes; *Communication (Thought Transfer); *Communication Research; *Models; Programing Languages; Standards
IDENTIFIERS- *PROLOG Programing Language; Theory Development

This paper proposes the use of a rule-based computer programming language as a standard for the expression of rules, arguing that the adoption of a standard would enable researchers to communicate about rules in a consistent and significant way. Focusing on the formal equivalence of artificial intelligence (AI) programming to different types of human communication theories, the paper first discusses the natural language processing approach that explicitly tries to model human linguistic and cognitive processes. This discussion examines both AI models and communication-related theories that use allied knowledge structures and those that use contrasting knowledge structures. The paper then introduces PROLOG, the recommended rule-based programming language, and shows the advantages its adoption would have for theory construction and research for those interested in communication rules, and for those interested in developing precise theories from other perspectives. Examples of expressing communication propositions and developing a theory of conversational request structures in PROLOG are given, and approximately 70 references are listed. (DJR)

ED 277 434 JC 870 060

Carfagna-Hunt, Karen; And Others
Los Angeles Community College District Campus Child Development Centers' Measures of Effectiveness Project. Second Evaluation Report, Fiscal Year 1983-1984.
Los Angeles County Office of Education, Downey, CA.
PUB DATE- 86
NOTE- 83p.; For the first evaluation report, see ED 224 508.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; *Child Development Centers; Community Colleges; Educational Assessment; Educational Facilities; Evaluation Methods; Institutional Evaluation; Participant Satisfaction; Peer Evaluation; *Preschool Education; *Program Effectiveness; Program Evaluation; Questionnaires; Two Year Colleges

The Los Angeles Community College District (LACCD) provides a Campus Child Development Center (CCDC) educational program for the preschool children of its college students at all nine of its campuses. In 1983-84, on-site, peer review team visits were conducted to evaluate the centers in terms of their achievement of six program objectives. The objectives related to: (1) enhancing access to higher education and job training for the student-parent; (2) serving as a field training site for all academic departments; (3) functioning as an early childhood education program for children of college students; (4) maintaining an exemplary community college campus-based child development center program; (5) offering a parent involvement program to enhance parenting skills; and (6) expanding and enhancing existing child development services. The evaluation team was composed of two program directors, two instructors, and the county evaluation consultant. This evaluation report begins with information on the original intent and future plans for the district's CCDC program, states the CCDC philosophy, and describes the centers. Next, program evaluation results are detailed by program objective, providing information on personnel responsible, the tasks involved in achieving the objectives, and the measures to be used to assess the accomplishment of the tasks. Special commendations are given to programs with outstanding achievements. Next, program evaluation results are provided for each of the nine LACCD campuses. A survey instrument for parents and census report are appended. (LAL)

ED 277 448 PS 016 098

Gunzenhauser, Nina, Ed.; Caldwell, Bettye M., Ed.
Group Care for Young Children: Considerations for Child Care and Health Professionals, Public Policy Makers, and Parents. Pediatric Round Table: 12. Summary of a Conference (Key Biscayne, Florida, October 1986).
Johnson & Johnson Baby Products Co., Skillman, NJ.
REPORT NO.- ISBN-0-931562-14-7
PUB DATE- 86
NOTE- 193p.
AVAILABLE FROM- Johnson & Johnson Baby Products Company, Grandview Road, Skillman, NJ 08558 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Day Care; Disabilities; Early Childhood Education; Educational Quality; Employer Supported Day Care; Government Role; Guidelines; Health; Interdisciplinary Approach; Low Income Groups; *Medical Services; Models; *Needs; Nursing Education; One Parent Family; Parent Education; Prisoners; Program Descriptions; *Public Policy

Participants in this pediatric round table met to (1) detrivialize child care; (2) advance the concept of child care as a continuum of services; (3) establish the role of health care professionals in the design and implementation of high quality child care; and (4) develop action guidelines for use by professionals attempting to provide high quality care. The papers in part I are concerned with the various constituencies for child care: the needs of particular groups within the population, what is being done to meet those needs, and what is required to close the considerable gap between the need and the supply of services. Included is a consideration of parents' needs for information and how these needs can be met in the child care setting. Part II reviews the current state of support for child care. Papers in this section report on the progress that is being made at the governmental level, in the private sector, and among the public at large. The papers in part III are all involved with the nature of child care: the various forms in which it appears, the ways in which it interacts with other disciplines in providing comprehensive services to the children in child care, the features that constitute quality, and ways of helping child care providers achieve quality. The implications for training in various disciplines are an important focus of this group of papers. Guidelines for action are appended. (RH)

ED 277 476 PS 016 253

Flores, Joe G., Jr.
Disabled Infants Project and Training & Technical Assistance Project. Final Reports: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 86
NOTE- 37p.
GRANT- OHDS-06C23-10
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Neglect; *Disabilities; Financial Support; Guidelines; *High Risk Persons; *Infants; *Legislation; State Programs; Training
IDENTIFIERS- Baby Doe Rule; Child Abuse Amendments 1984; Child Protective Service; *Disabled Infants Project; Medical Neglect; *Texas

The goal of the Disabled Infants Project was to develop and implement a plan for updating child protective services in Texas to assure the protection of infants as required by the Child Abuse Amendments of 1984. As a result of the project, the Texas Department of Human Services has in place both policy and mechanisms which guide and enable response to reports of medical neglect of disabled infants with life-threatening conditions. Additionally, the project (1) determined that necessary laws and rules were in place, (2) utilized regional liaisons to ensure that all direct delivery child protective services staff were familiar with the procedures for handling reports alleging medical neglect of disabled, at-risk infants, (3) provided staff training on "Baby Doe" regulations, (4) obtained names from hospitals for contact regarding complaints about the withholding of medical treatment, (5) shared with hospitals the department's written procedures for conducting investigations of allegations of medical neglect, (6) answered inquiries about the regulations from hospital administrators, and (7) served as a catalyst for the development of four medical neglect demonstration projects. No cases involving allegations against medical professionals were reported during the project year. (RH)

Correlating Computer Database Programs with Social Studies Instruction.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- 400-86-0006
PUB DATE- Jun 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Databases; *Data Interpretation; Information Retrieval; Integrated Activities; Junior High Schools; Learning Activities; Learning Modules; *Microcomputers; Social Studies

This unit emphasizes the integration of software in a focus on the classroom instruction process. Student activities are based on plans and ideas for instructional units presented by a teacher who describes and demonstrates the activities. Integration has occurred when computer applications are included in an instructional activity. This guide should provide models for actual use, along with advice on planning, preparation, and teaching. Part 1, "Unit Description," provides an outline of the unit including objectives, lesson descriptions, time schedules, and materials for teacher preparation. Part 2, "Teacher Resources," includes sections entitled "How are the Social Studies Database products used in the classroom?" and "What are the advantages and disadvantages of using Databases?"; an outline of pre-activities which introduce databases to students; and a list of activities for developing the concept of databases and information searching. Part 3, "Student Activities," includes lesson plans entitled: "Retrieving Information"; "Recognizing Patterns and Analyzing Relationships"; and "Interpreting Data and Making Predictions." An Apple II+ or IIe personal computer is required, as are one "MECC Dataquest: The Fifty States" diskette per computer and 50 "State Information" cards which can be made by using the MECC Dataquest program. (APG)

ED 277 322 HE 019 944

Poulin, Russell
Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1985-June 30, 1986.
North Dakota State Board of Higher Education, Bismarck.
PUB DATE- Nov 86
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Persistence; *College Programs; Degrees (Academic); *Enrollment Trends; Fees; Intellectual Disciplines; Majors (Students); *Noninstructional Student Costs; Out of State Students; *Postsecondary Education; Private Colleges; State Colleges; State Surveys; Student Certification; *Tuition; Two Year Colleges
IDENTIFIERS- *North Dakota

Information on degree and certificate programs and the rate of student completions at North Dakota postsecondary institutions is presented for fiscal year 1985-1986. Information is categorized by program level and by type of institution. For the two-year and four-year institutions, the chief administrator is identified. Data are provided on tuition (for full-time and part-time resident and nonresident students), fees, room and board fees for the 1986-1987 year, and highest level of program offerings. Information is also provided for state-supported institutions, private institutions, and community colleges on: one-year and two- year program offerings by subject, bachelor's degree offerings by subject, and master's and doctoral degree program offerings by subject. In these tables the type of graduate program is identified: master of science, specialist, Ph.D. or doctorate in education (Ed.D), and professional. In addition, for public and private institutions, statistics are presented on the number of students completing programs at each educational level by subject area. (SW)

ED 277 351 IR 012 441

Holmes, Danny L.
VHS Movies: Perturbations for Morphogenesis.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Development; *Behavior Change; Cognitive Development; *Family Characteristics; Family Problems; Films; *Home Management; Hygiene; Interpersonal Competence; Physical Health; Systems Approach; *Videotape Recordings

This paper discusses the concept of a family system in terms of an interactive system of interrelated, interdependent parts and suggests that VHS movies can act as perturbations, i.e., change promoting agents, for certain dysfunctional family systems. Several distinct characteristics of a family system are defined with particular emphasis on morphostasis (stability) and morphogenesis (change). A discussion of how families function points out that, although a family system is constantly striving for stability, if it is challenged, it may respond through change and move into a new accepted state. Designed to promote self-education in the family system, the Family Focus VHS Video Guide is described as an attempt to organize certain movies deemed as potential "prompters" of systematic change; this guide is divided into five macro-topic sections containing movies that illustrate certain system processes, including family development and enrichment, adult personal development, cognitive and social skill development, physical health and hygiene, and family management. Examples of system processes are provided by the appended excerpts from three movies, "On Golden Pond," "Places in the Heart," and "Yentl." (DJR)

ED 277 379 IR 051 720

Bruman, Janet
Linking Automated Systems in North Bay Libraries.
North Bay Cooperative Library System, Santa Rosa, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 86
NOTE- 80p.
GRANT- 40-0810
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Comparative Analysis; Computer Software; Higher Education; Input Output Devices; Interlibrary Loans; Library Administration; *Library Automation; *Library Cooperation; Library Expenditures; *Library Networks; *Library Planning; Models; Online Systems; Public Libraries; *Telecommunications; Union Catalogs
IDENTIFIERS- Library Services and Construction Act; *North Bay Cooperative Library System CA; Vendors

This report addresses alternative means of interconnecting or providing access to the various automated systems within the 17-member North Bay Cooperative Library System (NBC), with emphasis on providing information on the availability of materials for loan, the principal objective of the NBC Telecommunications Project, Year Two. Advantages and problems of current circulation system databases are discussed, and a private network approach and a front-end translator approach are identified as two broad alternatives for solving NBC's telecommunication and access problems. Models for linking the existing automated systems in NBC via three private telecommunications networks (Doelz, Infotron, and DCA) and two front-end translators (IRVING and RTSS) are presented, and hardware, software and telephone configurations and costs are included for each model. A bibliography and a listing of projects and vendors identified as working on linkages between library automation systems are appended. (KM)

ED 277 420 JC 870 037

Brophy, Donald A.
Follow-Up Study of the Fall 1984 Sierra College Dropouts.
Sierra Joint Community Coll. District, Rocklin, CA. Administrative Services and Research.
PUB DATE- 8 Apr 86
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Dropout Characteristics; Dropout Research; *Dropouts; Enrollment Influences; Followup Studies; School Holding Power; Student Attrition; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A follow-up study was conducted at Sierra College (California) to determine why students who dropped out of all of their classes during fall 1984 left the college. The dropout population included 1,549 students, of whom only 374 (27%) returned to college in spring 1985. A survey instrument was sent to all withdrawing students, requesting information on personal characteristics; educational, social, cultural, and personal goals; educational background; academic major; college choice; grade point average; course load; employment; academic, financial, and other reasons for withdrawing from college; awareness and use of college services; educational attitudes; and perceptions of Sierra College. Study findings, based on 400 usable responses and comparisons with findings from a 1981 retention study, included the following: (1) profile characteristics were the same for 1981 and 1984, with the "typical" dropout likley to be a Caucasian or Hispanic, middle-aged, married, female, taking one class for three or fewer units for avocational or recreational purposes, with no intention of transferring; (2) first-time students withdrew at a lesser rate in 1984 than in 1981; (3) 39.9% of the 1984 group withdrew in the first two and one-half weeks of the semester; (4) over half declared general studies as their major; (5) 46% of the 1984 group had attended college before; (6) 50% of the 1984 group knew of college services but did not use them; and (7) personal reasons were most frequently cited for leaving college, followed by academic and financial reasons. The survey instrument is appended. (LAL)

ED 277 572 SE 047 672

Koch, Helmut
A Small-Scale Interview Study of College Freshmen's Knowledge of Concepts, Principles and Processes in Molecular Genetics before and after Laboratory Instruction.
PUB DATE 86
NOTE- 101p.; Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *College Science; *Concept Formation; *Genetics; Higher Education; *Interviews; Knowledge Level; Misconceptions; Multiple Choice Tests; Science Education; *Science Instruction; *Testing
IDENTIFIERS- Concept Maps; *Science Education Research

Student knowledge in a subject area prior to and after instruction has traditionally been assessed by administering a pre- and post-test, usually multiple choice, though recent studies criticize the use of even the best-constructed multiple choice tests. This study assessed college freshmen's knowledge before and after a laboratory experience in molecular genetics, based on results from pre- and post-lab clinical interviews and multiple choice tests. The specific areas addressed by this research were: (1) students' misconceptions and missing concepts in molecular genetics as revealed by interviews; (2) changes in student comprehension and knowledge as a result of laboratory instruction as revealed by interviews; (3) student scores on both multiple choice tests and interview tasks; and (4) discrepancies found between knowledge expressed on multiple choice tests versus interviews. Study results indicated that interviews were effective in revealing student misconceptions and missing concepts and that the amount of data generated by interviews was substantially greater than information gained from multiple choice test scores on student comprehension of concepts in molecular genetics. Concept maps are included and appendices contain the test instruments and interview transcripts of representative students. (ML)

ED 277 589 SE 047 691

Directory of Science Training Programs for High Ability Precollege Students. 1987.

Science Service, Inc., Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 87
NOTE- 37p.; Small, single spaced print may affect legibility.
AVAILABLE FROM- Science Service, Inc., 1719 N St., NW, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academically Gifted; Career Guidance; *Science Careers; Science Education; *Science Programs; Secondary Education; *Secondary School Science; *Summer Science Programs

Designed to help students develop interest in careers in the mathematical, physical, medical, biological, social, or engineering sciences, this directory lists programs which are intended to contribute to precollege students' academic development. These science training programs serve to provide talented high school students with educational opportunities in science, engineering, and mathematics beyond those normally available in courses or laboratory work in the students' schools. The types of training offered are described and explanations are given on how to use the directory. A reference guide lists the institutions by state and identifies the type of program sponsored. Complete descriptions of each institution's programs are presented alphabetically by state. Also provided are descriptions of the programs conducted by Science Service, Inc. These consist of the Westinghouse Science Talent Search and the International Science and Engineering Fair. (ML)

ED 277 217 FL 015 938

Alber, Charles J.
The ECR 500, a Sound Approach.
PUB DATE- 86
NOTE- 26p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chinese; *Classification; Computer Oriented Programs; Computer Uses in Education; Educational Strategies; *Ideography; Instructional Materials; Lexicology; Mandarin Chinese; Microcomputers; Phonetic Analysis; *Phonetics; Second Language Instruction; Statistical Analysis; Uncommonly Taught Languages; *Vocabulary Development; Word Frequency; *Word Lists

An analysis of phonetics and Chinese character learning done with 1928 character frequency data was reproduced with a more modern data base. The study tabulated the 500 characters of the Elementary Chinese Reader, volumes 1 and 2, and supporting statistics to analyze the characters' phonetics by microcomputer. The objective was to find phonetic clues and patterns to facilitate learning those characters and others in Chinese. Cognates were sorted into categories and rules were formulated for phonetic transformations. The completed analysis revealed a number of phonetic patterns felt to be useful to Chinese language learners and supports the phonetic approach to Chinese reading and writing instruction. The report includes character lists and statistics from the study. (MSE)

ED 277 544 SE 047 635

Falkenhainer, Brian; And Others
The Structure-Mapping Engine.
Illinois Univ., Urbana. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- UILU-ENG-86-1732; UIUCDCS-R-86-1275
PUB DATE- May 86
NOTE- 33p.
CONTRACT- N00014-85-K-0559
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algorithms; Artificial Intelligence; Cognitive Processes; *Cognitive Structures; *Computer Science; *Epistemology; *Learning Theories; Logical Thinking; *Models; Sciences; *Simulation

This paper describes the Structure-Mapping Engine (SME), a cognitive simulation program for studying human analogical processing. SME is based on Gentner's Structure-Mapping theory of analogy, and provides a "tool kit" for constructing matching algorithms consistent with this theory. This flexibility enhances cognitive simulation studies by simplifying experimentation. Furthermore, SME is very efficient, making it a candidate component for machine learning systems as well. The Structure-Mapping theory is reviewed and the design of the engine described. Some examples of its operation are then demonstrated. Finally, plans for using SME in cognitive simulation studies are discussed. Appendices list detailed examples of definitions according to various analogies, as well as sample outputs. (Author/MNS)

ED 277 605 SO 017 725

Social Sciences, Grades 3, 6, 8, 10, 12. State Goals for Learning and Sample Learning Objectives.

Illinois State Board of Education, Springfield. Dept. of School Improvement Services.

PUB DATE- Sep 86
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Curriculum Development; Elementary Secondary Education; Grade 3; Grade 6; Grade 8; Grade 12; *Social Sciences; *State Programs; State School District Relationship; *State Standards
IDENTIFIERS- *Illinois

This document, developed by the Illinois State Board of Education, identifies five goals for learning in the social sciences, and provides sample learning objectives for grades 3, 6, 8, 10, 12, which are consistent with these goals. The state goals for learning are broadly stated expressions of what the Illinois State Board of Education wants and expects its students to know and do as a result of elementary and secondary schooling. The sample set of district-level learning objectives was developed as a means of assisting districts in the development of their own objectives and are stated in general terms. Section 1 presents an overview of the social sciences. Section 2 lists the state learning goals for the social sciences. In Section 3 the general knowledge and skills relating to each of these goals is listed. Section 4 contains the sample learning objectives relating to each goal for each grade level. Appendix A lists the state goals for learning in the six subject areas of learning. Appendix B lists questions and answers concerning the learning objectives and assessment. (APG)

ED 277 623 SO 017 778

Griffith, Carol Friedley, Ed.
American Business and the Quest for Freedom. Ethics and Public Policy Essay 62.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-100-8
PUB DATE- Feb 86
NOTE- 25p.; Papers presented at the Ethics and Public Policy Dinner (4th, Washington, DC, November 20, 1985).
AVAILABLE FROM- Ethics and Public Policy Center, 1030 15th Street NW, Washington, DC 20005 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business; *Capitalism; *Democratic Values; *Entrepreneurship; *Global Approach; Intellectual Experience; *Moral Values
IDENTIFIERS- *United States

The vitality of the business sector is an index of the general health of a free society. The importance of capitalism and the free enterprise system is a tenet of the ethos of the United States. Six addresses which promote this theme are presented as well as a list of the members of the honorary sponsoring committee honoring Donald Rumsfeld. The addresses are: "Global Validity of the American Experience" (Donald Rumsfeld), "How Business Promotes Freedom" (Ronald Reagan), "Democratic Capitalism as a Moral Force" (William E. Simon), "Ideas Shape Every Generation" (Irving Kristol), "Government Must Help Business Flourish" (Richard Cheney), and "Business Heroes Are Risk-Takers" (Frank Shakespeare). (BZ)

ED 277 638 SO 017 869

Merriman, W. Richard, Jr.
"To Collect the Wisest Sentiments": Direct Democracy and Representative Government. A Guide for Discussion of Proposals for a National Initiative and Referendum Process.
Jefferson Foundation, Washington, DC.
PUB DATE- 86
NOTE- 24p.
AVAILABLE FROM- The Jefferson Foundation, 1529 18th Street, NW, Washington, DC 20036 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Participation; Citizenship Responsibility; *Constitutional History; *Democratic Values; Governance; Higher Education; Participative Decision Making; Secondary Education; *Self Determination; *United States History; *Voting; Voting Rights
IDENTIFIERS- Federalist Papers; *United States Constitution

Given the role that initiatives and referenda have played in state and local governance, it is interesting that there has never been a national initiative or referendum in the United States. The reason for this is that the Constitution of the United States does not provide for direct citizen initiation of, or direct popular votes on, either statutes or constitutional amendments. Discussion of why there is no provision for national processes of initiative or referendum and whether there should be such a provision leads inevitably to a discussion of questions about democracy and representation. In addition to supplying background on the formative debate concerning those issues and to tracing a history of the democratic impulse as it relates to the issue of national initiative and referendum, the pamphlet presents various contemporary points of view as well as arguments for, and arguments against, a national initiative and referendum process. (BZ)

ED 277 653 SP 028 207

Schussler, Eileen; Testa, Robert F.
How Does the Issue of Changing Teacher Education and Certification Affect Staff Development.
PUB DATE- Nov 84
NOTE- 11p.; Paper presented at the National Council of States on Inservice Education (Orlando, FL, November, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Declining Enrollment; Educational Change; *Educational Trends; Higher Education; Preservice Teacher Education; *Schools of Education; Secondary Education; *Secondary School Teachers; *Staff Development; *Teacher Certification; Teacher Shortage
IDENTIFIERS- *Alternative Teacher Certification

Declining enrollments and the trend toward alternative certification for teachers and their impact on schools of education and staff development programs are discussed in this paper. Although alternative certification programs are meant to eliminate the practice of issuing emergency certificates by school superintendents, the effect is that they virtually eliminate preservice training of secondary teachers by colleges of education, and the burden of training them falls on the school district. The trends nationally toward more stringent teacher and administrator evaluation, career ladders, and merit pay plans also have significant impacts on staff development. Florida law stipulates that prospective candidates in the alternative certification program will need to satisfactorily complete a modified beginning teacher program during the first half year of teaching, and successfully complete the Florida Beginning Teacher Program during the second half of the school year. The burden this places on school districts' staff development programs is discussed and prospective changes in staff development based on certification trends are considered. (JD)

ED 277 670 SP 028 418

Teacher Supply and Demand in Florida: Fifth Annual Report.

Florida State Dept. of Education, Tallahassee.

PUB DATE- Oct 86
NOTE- 78p.; For the 3rd and 4th annual reports, see SP 028 416-417. Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Trends; *Population Trends; State Surveys; Teacher Certification; *Teacher Shortage; *Teacher Supply and Demand; Trend Analysis
IDENTIFIERS- *Florida

This report of teacher supply and demand in Florida looks at measures of teacher shortages during the 1985-86 school year, compares the projected supply of teachers by subject field with the numbers needed during 1987-88, and then projects the demand for teachers through the end of the century. Also included are status reports on programs which have recently been initiated to offset teacher shortages. One issue discussed at length in this report is the proportion of Florida teachers completing their training outside the state; from 60 to 65 percent of Florida's teachers come from out of state. As emphasized in prior reports, the most important factor in teacher supply and demand in Florida over the next 15 years is the shift in the age distribution of the population. State forecasts indicate that during the next few years the schools can expect overall annual enrollment increases, with steady increases continuing until at least the year 2000. Appendices contain supplementary tables and copies of statutory measures for attracting teachers. (JD)

ED 277 687 SP 028 458

Packard, Richard D.; Morrison, LeAnn
Analysis of the Initial Arizona Career Ladder Incentive Programs.
Northern Arizona Univ., Flagstaff.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Professional Recognition; *Program Development; *Program Implementation; *Teacher Improvement; Teacher Salaries; *Teaching (Occupation)
IDENTIFIERS- *Arizona

A description is given of a career ladder incentive program that is currently being implemented in nine school districts in Arizona. Advancement to higher career ladder levels is dependent on meeting various criteria established by the individual school district in this program, and salary compensation is based on performance competency. Competency is judged by "input criteria," which refers to the level of functioning of a teacher while engaged in the instructional process. This includes oral presentation and communication as well as teaching strategies and materials. "Output criteria," involves level of student response. Both teacher input and student output criteria are observed through various evaluation procedures, including the use of performance observation instruments, formal and informal tests, and other measurement procedures and scales. The teacher input evaluation criteria for maintenance and/or advancement requirements at the various levels of each career ladder plan are generalized into the following areas: (1) knowledge of subject matter, instructional techniques; (2) professional growth; (3) curriculum skills; (4) inservice/workshop participation; (5) evaluation abilities; (6) supporting experiences; and (7) community service. A description is provided of the implementation features of the program and of proposed program evaluation procedures. (JD)

ED 277 702 SP 028 514

Paths through High School. A California Curriculum Study.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0305-3
PUB DATE- 87
NOTE- 63p.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Board of Education Policy; *Curriculum Design; Graduation Requirements; *High Schools; Institutional Characteristics; Secondary Education; *Secondary School Curriculum; *Track System (Education)
IDENTIFIERS- *California

This report summarizes the major findings of a study of 26 California high schools. The study, Paths through High School, was conducted to describe the characteristics of high school curricula in California, how they are determined and how they differ for various groups of students. Chapter 1 describes the state, district, and school levels of curricular policy and decision making in California's educational system. This chapter also describes the decisions that are made at each level and compares statewide characteristics of the schools with those of the schools in the study. In chapter 2, the major state-level policies of graduation and proficiency requirements are addressed. These have clear effects on particular cohorts of students, but do not standardize programs of study. Students therefore can pursue very different paths through high school, as demonstrated by the courses of study of three students in one of the studied schools. The academic, nonacademic, and elective course requirements of the schools studied are compared. Chapter 3 describes each schools' curricular structure whereby students are placed in various instructional cohorts. Each cohort receives a different curriculum, determined by the department-level tracking system. Sample curricular maps from the schools are analyzed. Chapter 4 outlines the processes used to place and monitor students. In chapter 5, the effects of the policies and practices found are compared in terms of the academic programs available to cohorts of students. The data collection plan for the study and sample student academic programs are provided in the appendices. (JD)

ED 277 716 TM 860 721

Webster, William J.; Olson, George H.
An Empirical Approach to Identifying Effective Schools.
PUB DATE- Apr 84
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Elementary Secondary Education; Enrollment Trends; *Evaluation Criteria; *Evaluation Methods; Grade Equivalent Scores; Low Achievement; Predictor Variables; Regression (Statistics); *Research Methodology; *School Effectiveness; Student Characteristics; Teacher Characteristics
IDENTIFIERS- California Test of Basic Skills Espanol; Dallas Independent School District TX; Effective Schools Research; Iowa Tests of Basic Skills; Tests of Achievement and Proficiency

One approach to identifying effective schools defines effectiveness in terms of student achievement in reading, mathematics, and language usage. Exceptional school achievement is indicated by performance above or below the level expected if students were merely to maintain their previous rate of growth. Regression analysis is used to compute prediction equations by grade level and skill area, independent of school identification. Resulting equations are used to compute scores for comparing gains over expectation for students within schools. This approach has several advantages. It controls for systematic influences governing student composition, provides all schools with an opportunity to demonstrate success, is sensitive to differences in resource management, and concurs with practitioners' views of effective schools. Grade equivalent scores were studied for Dallas (Texas) students in grades 2 to 11, on the Iowa Tests of Basic Skills, California Tests of Basic Skills-Espanol, or Tests of Achievement and Proficiency. Four statistical methods for ranking schools were developed and correlated with school demographic variables, teacher characterisitcs, and previous achievement. These procedures, along with student and teacher attendance data, are used to award stipends to teachers in the highest-ranking Dallas schools. (GDC)

Pearsol, James A.
Cancer Education Program Evaluation: A Responsive Approach to Planning an Evaluation and Initial Results.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cancer; *Evaluation Methods; Followup Studies; *Health Education; Health Programs; Higher Education; *Program Evaluation; Rating Scales; Research Assistants; *Research Design; Student Evaluation; Student Evaluation of Teacher Performance; Student Reaction; Surveys
IDENTIFIERS- *Ohio State University; *Responsive Evaluation

This paper describes evaluation planning for the Cancer Education Program (CEP) at Ohio State University (OSU). The three-year OSU CEP project was designed as a multidisciplinary cancer education program. A responsive method, which trades off some measurement precision in order to increase the usefulness of the findings, was employed in the project. The key components of the OSU CEP were continuation of an ongoing student research assistantship program and development of new cancer education courses. Courses include a self-study module in epidemiology, prevention, and biostatistics; a compact course and mini-module course in nutrition and cancer; and a slide-tape series on head and neck cancer. Four questions were identified as most important in the evaluation: (1) What is the impact of the CEP on students? (2) How does the Student Research Assistantship Program compare to other student research opportunities? (3) To what extent is the CEP a truly multidisciplinary program? (4) What is the match between current cancer education courses and the developing CEP courses? These four questions provided a focus for planning and implementation activities, as well as for reporting instrumentation, data and interpretation. Appendices include a description of the cancer education program at OSU, a rating scale used in the evaluation, and a follow-up evaluation form. (JAZ)

ED 277 744 TM 870 023

Mathematics, Grade 3. TEAMS Instructional Strategies Guide.

Texas Education Agency, Austin.
PUB DATE- Aug 86
NOTE- 57p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Computation; Elementary School Mathematics; Geometry; *Grade 3; Instructional Development; Learning Activities; *Learning Strategies; *Mathematics Instruction; Mathematics Skills; Mathematics Tests; *Minimum Competency Testing; Multiple Choice Tests; Number Concepts; Primary Education; Problem Solving; State Programs; Teaching Guides; Testing Programs; Test Items
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This document is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS mathematics objectives for grade 3. It provides a detailed description of the test items used to measure each mathematics objective. The 11 objectives are subsumed under five skill areas: (1) number concepts (number sequence, place value, number patterns, expanded notation, fractional parts); (2) computation (addition, subtraction); (3) problem solving (addition word problems, subtraction word problems); (4) measurement (units of measure); and (5) geometry (geometric shapes). The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 757 TM 870 036

Writing, Grade 9. TEAMS Instructional Strategies Guide.
Texas Education Agency, Austin.
PUB DATE- Aug 86
NOTE- 39p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Capitalization (Alphabetic); *Grade 9; Grammar; High Schools; Instructional Development; Learning Activities; *Learning Strategies; *Minimum Competency Testing; Punctuation; Sentence Structure; Spelling; State Programs; Teaching Guides; Testing Programs; Test Items; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- Proofreading; Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This document is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS writing objectives for grade 9. It provides a detailed description of the test items used to measure each writing objective. The 11 objectives are subsumed under five skill areas: (1) mechanics (capitalization, punctuation, and spelling); (2) English usage; (3) sentence formation; (4) proofreading; and (5) organization/appropriate response to purpose and audience (informative/descriptive writing, informative/narrative writing, informative/classificatory writing, persuasive/descriptive writing, and persuasive/classificatory writing). The following information is provided for six of the objectives: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer

choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 771 UD 025 234

Plumb, Geri; Burrow, Dee
Chapter 1 Project Identification Program. Secretary's Initiative.
Boise City Independent School District, Idaho.

PUB DATE- Feb 86
NOTE- 22p.; Graphs and table contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Compensatory Education; *Educationally Disadvantaged; Elementary Education; Individual Instruction; Parent Participation; Positive Reinforcement; *Program Effectiveness; *Remedial Programs; *Tutorial Programs
IDENTIFIERS- *Boise Public Schools ID; Education Consolidation Improvement Act Chapter 1

This report describes and evaluates the Boise (Idaho) School District's operation of a Chapter 1 Project, the Elementary Structured Tutoring Program. The project provides tutoring in reading and mathematics skills to educationally deprived students in grades 2-6. Tutors are either paraprofessional adults or supervised students (grades 4-6) who volunteer 20 minutes each day to assist younger students. The program is carefully structured to ensure that positive reinforcement strategies are used and objectives are met. Tutors undergo two to three days of pre-service training which emphasizes positive reinforcement techniques. The program is closely coordinated with the regular classroom curriculum, and various efforts are made to involve parents and the community. The report describes successful features of the program, such as the effectiveness of its emphasis on positive reinforcement and its efficient use of time for maximum learning. Student progress is monitored closely, and participants receive continuous feedback. A system has been established to regularly recognize and reward outstanding work. Results of annual evaluations are presented for the school years between 1980-81 and 1985-86. Program effectiveness is high and steadily improving. Parents and teachers have responded very positively to the program; many have commented on the improvement in pupil's attitudes. (KH)

ED 277 787 UD 025 270

Haycock, Kati; Brown, Patricia R.

Excellence for Whom? A Report from the Planning Committee for the Achievement Council.

Achievement Council, Inc., Oakland, CA.
PUB DATE- 84
NOTE- 92p.; Photographs may not reproduce clearly.
AVAILABLE FROM- The Achievement Council, Inc., 1016 Castro Street, Oakland, CA 94607 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Rating; Demography; Dropout Rate; Educational Change; *Educationally Disadvantaged; Elementary Secondary Education; Equal Education; Instructional Improvement; *Minority Groups; Postsecondary Education; *School Effectiveness
IDENTIFIERS- *California; Excellence in Education

Over the last 30 years, California has changed from a predominately white society, with small pockets of Mexican Americans and other minorities, to a society that is one-third ethnic minority. The State educational system has been unable to respond adequately to the needs of non-white students, especially those with poor or inadequate English skills. The achievement gap between rich and poor, and minority and majority, makes neither educational, economic, nor political sense and conflicts with the basic values of the nation. Educators and institutions must regard closing that gap as one of their foremost responsibilities. Changes made will improve education for all students. This report lays out the elements of a strategy to link excellence and equity by drawing on resources inside and outside the schools. The report describes and focuses on the following: (1) demographic trends in California; (2) the educational experience of poor and minority students at various levels of the State's educational system; (3) schools, programs, and practices that have demonstrated success in improving achievement among minority and poor students; and (4) principles and strategies that can be used by educational leadership, schools, communities, parents, business and the media to improve educational results. The text is augmented by numerous tables and figures and illustrated with black and white photographs. (PS)

ED 277 802 UD 025 288

Feld, Marcia Marker; And Others
The Future Direction of the Stamford Public Schools: The Impact of Policy Trends on Public Education. Stamford Educational Public Policy Impact Study. Volume I.
Stamford Public Schools, Conn.
PUB DATE- 83
NOTE- 94p.; For volumes 2-4 of this study, see UD 025 289-291.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Educational Policy; Elementary Secondary Education; Government Role; Government School Relationship; *Public Education; *Public Policy; School Desegregation; *School Policy; Urban Education
IDENTIFIERS- *Connecticut (Stamford)

In the last decade, Stamford has been transformed from a suburban town to an urban center of national renown. A responsive yet directive public school system is critical in preserving a feeling of community. The Stamford Educational Planning Committee, a team of interdisciplinary professionals and a broad-based community group, examined trends in the environment and their effect upon public education in Stamford, and proposed policy changes. This first volume of their four-volume report considers emerging educational priorities in light of the social and physical environment, and an assessment of issues, concerns, and career trends. It then addresses future directions for the Stamford public schools. Highlights of these include the following: (1) enabling students to pursue higher education and/or meaningful employment upon graduation; (2) providing students with an awareness of work and cultural opportunities in the community and the knowledge and skills to pursue them; and (3) providing an education of a quality adequate to establish and maintain personal dignity. Appendixes contain a list of working papers for the study, lists of persons consulted and interviewed for the study, and an interview guideline. (LHW)

ED 277 606 SO 017 726

Fine Arts, Grades 3, 6, 8, 10, 12. State Goals for Learning and Sample Learning Objectives.
Illinois State Board of Education, Springfield. Dept. of School Improvement Services.
PUB DATE- 86
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Curriculum Development; Elementary Secondary Education; *Fine Arts; Grade 3; Grade 6; Grade 8; Grade 10; Grade 12; *State Programs; State School District Relationship; *State Standards
IDENTIFIERS- *Illinois

This document, developed by the Illinois State Boaord of Education, identifies five state goals for learning in the fine arts, and provides sample learning objectives for grades, 3, 6, 8, 10, 12, which are consistent with the goals. The state goals for learning are broadly stated expressions of what the Illinois State Board of Education expects its students to know and do as a result of elementary and secondary schooling. The sample set of district-level learning objectives was developed as a means of assisting districts in the development of their own objectives and are stated in broad general terms. Section 1 presents an overview of fine arts. Section 2 lists the state learning goals for fine arts. In Section 3 the general knowledge and skills relating to each of these goals is listed. Section 4 contains the sample learning objectives relating to each goal for each grade level. Appendix A lists the state goals for learning in the six subject areas. Appendix B lists questions and answers concerning the learning objectives and assessment. (APG)

ED 277 624 SO 017 811

Gregor, A. James

Crisis in the Philippines: A Threat to U.S. Interests.

Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-087-7
PUB DATE- 84
NOTE- 126p.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 15th Street, NW, Washington, DC 20005 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Capitalism; Economic Climate; Economic Development; Economic Factors; Fascism; Foreign Countries; *Foreign Policy; Government (Administrative Body); *Government Role; *International Relations; *National Security; Reference Materials; Resource Materials; World Affairs
IDENTIFIERS- *Foreign Aid; *Philippines

The special relationship between the United States and the Philippines is chronicled, and the potential threats to that relationship are exposed and evaluated. Special attention is paid to imposition of martial law by Marcos from 1972-1981. The human rights of the Filipino people during martial law, development programs implemented by Marcos during martial law, and the failure of those programs are reviewed. There is a chapter on the crisis following the assassination of Benigno Aquino and its implications for United States--Filipino economic and security relations. Currently, the greatest danger facing United States interests in the Philippines is the possibility of economic collapse. Recommendations for the United States to support its interests are given. A profile of the Philippines, a Philippine chronology from 1898 to the present, and an index are included. (APG)

ED 277 639 SO 017 870

Merriman, W. Richard, Jr.
"The Mischiefs of Faction": Campaigns, Money and the Public Good. A Guide for Discussion of Proposals to Limit Campaign Contributions and Expenditures.
Jefferson Foundation, Washington, DC.
PUB DATE- 86
NOTE- 26p.
AVAILABLE FROM- The Jefferson Foundation, 1529 18th Street, NW, Washington, DC 20036 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constitutional History; Democratic Values; Fund Raising; Higher Education; *Lobbying; *Political Campaigns; Political Candidates; Political Influences; Political Power; Power Structure; Public Opinion; Secondary Education; *United States History; *Voting
IDENTIFIERS- Federalist Papers; Political Action Committees; *United States Constitution

The necessity for candidates for public office to gather money in order to mount effective campaigns has raised concerns that campaign contributions may give some individuals and groups improper influence on the selection of public officials and the making of public policy. Part of this concern stems from the pluralist theory that maintains that every group which has an interest and is willing to compete by the accepted rules can have some influence on public policy, and growing out of this theory is a claim that the "public good" in the old republican sense, does not exist in a meaningful way in United States society today. Instead of seeking a substantive public good, pluralism argues, we should focus on perfecting procedural guarantees that every group can make itself heard on issues about which it cares. This pluralist point of view almost completely reverses Madison's view that factions militated against the public good. Whether the old republican view of factions or the pluralist view of groups is valid is perhaps the key issue at the heart of current debates over amending the Constitution to allow limitations on campaign contributions and spending. Included are arguments for and against an amendment that would allow limits on campaign expenditures. (BZ)

ED 277 654 SP 028 231

The Importance of the Educational Resources Information Center for Health and Physical Education Teacher Candidates. ERIC Digest #9.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Clearinghouses; *Databases; *Educational Resources; Elementary Secondary Education; Higher Education; *Information Services; Online Vendors; *Physical Education Teachers; *Preservice Teacher Education; Research Utilization
IDENTIFIERS- *ERIC Digests

This digest highlights features of the Educational Resources Information Center (ERIC), explains how to use the system most effectively, and offers suggestions on how health and physical education teacher education faculty can present and use the ERIC system to supplement classroom instruction. Following a description of how resources in ERIC can be helpful to teachers and teacher candidates, a discussion is presented on what teacher candidates should know in order to use ERIC effectively. Some suggested activites for classroom follow-up are listed. (JD)

ED 277 671 SP 028 420

Preventing Adolescent Pregnancy: A Symposium for Journalists.
Scientists' Inst. for Public Information, New York, N. Y.
PUB DATE- 14 May 86
NOTE- 34p.; Proceedings of a Symposium on Preventing Adolescent Pregnancy hosted by the Scientists' Institute for Public Information (May 14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Contraception; *Early Parenthood; *Health Education; Health Programs; *Pregnancy; *Prevention; School Health Services; Secondary Education; Sex Education

During a symposium on adolescent pregnancy, medical and education personnel presented an overview of the problem and its causes, a description of solutions currently in practice throughout the country, analysis of the state of research in the field of prevention, and a look at the government's role. Addressed in this transcipt of the symposium are such areas as: trends in pregnancy among adolescents; motivational influences; prevention strategies; program implementation; collaborative approaches; school-based clinics; parent child relationship; physician responsibility; school dropout complications; the role of religion; and future directions. (CB)

ED 277 688 SP 028 462

McKinney, Kay; And Others
Good Secondary Schools. What Makes Them Tick?
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-86-209bc
PUB DATE- 86
NOTE- 25p.; For related document, see ED 275 679.
AVAILABLE FROM- For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Discipline; *Educational Quality; Institutional Characteristics; Instructional Leadership; Morale; Parent Participation; Principals; *School Effectiveness; Secondary Education; *Secondary Schools; Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- Secondary School Recognition Program

The characteristics common to 571 public secondary schools that have been recognized as exemplary as part of the "Secondary School Recognition Program" are described in this booklet. Descriptions are given of: (1) good principals; (2) good teachers; (3) teacher rewards and recognition; (4) good student-teacher relationships; (5) high expectations; (6) successful problem solving; (7) parent and community involvement; and (8) school goals. (JD)

ED 277 717 TM 860 728

Dangel, Timothy R.
A Design for Evaluating and Reporting the Effectiveness of a School System Developed Mathematics Curriculum.
PUB DATE- Apr 86
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For related document, see TM 860 729.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consultants; Curriculum Evaluation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; *Mathematics Curriculum; Mathematics Education; Models; *Program Evaluation; *Research Design
IDENTIFIERS- *Anne Arundel County Public School MD

This paper reports the process by which Anne Arundel County Public Schools evaluated its mathematics program. The steps are outlined by which the evaluation was initiated, designed, implemented, and reported. The procedures developed to address and implement the evaluation findings and recommendations are described. The evaluation was intitiated to evaluate a unified mathematics curriculum which had been implemented ten years earlier and to address questions about students' mathematics achievement which had been raised in response to a state-mandated functional mathematics test. Data were collected from a variety of sources to answer a set of questions about the mathematics curriculum; students' achievement, later success, and attitudes toward mathematics; and mathematics instruction. Although the evaluation focused on the mathematics curriculum, the model is applicable to evaluate other curricula. (JAZ)

Tanner, David E.
Achievement as a Function of Abstractness and Cognitive Level.
PUB DATE- 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Achievement Tests; Analysis of Variance; *Cognitive Processes; College Students; Difficulty Level; Higher Education; *Item Analysis; Multiple Choice Tests; *Recall (Psychology); Scores; Test Construction; Test Items
IDENTIFIERS- *Blooms Taxonomy

A multiple choice achievement test was constructed in which both cognitive level and degree of abstractness were controlled. Subjects were 75 students from a major university in the Southwest. A group of 13 judges, also university students, classified the concepts for degree of abstractness. Results indicated that both cognitive level and degree of abstractness accounted for a significant amount of variance in subjects' test scores. Furthermore, the interaction of the two main effects was significant. The presence of this interaction may help explain the inconsistency of findings in research dealing with the cognitive level of questions/test items and learner achievement. Data tables and five pages of bibliographic references are appended. (Author/JAZ)

ED 277 758 TM 870 037

English Language Arts, Exit Level. TEAMS Instructional Strategies Guide.

Texas Education Agency, Austin.

PUB DATE- 86
NOTE- 123p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; *English Instruction; *Grade 11; Graduation Requirements; High Schools; Instructional Development; Learning Activities; *Learning Strategies; *Minimum Competency Testing; Reading Instruction; Reading Skills; State Programs; Teaching Guides; Testing Programs; Test Items; Writing Instruction; Writing Skills
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Educational Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. The test given to students in Grade 11 is an exit-level examination, and Texas students must pass this test prior to receiving their high school diploma. This document is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the reading and writing objectives measured by the English language arts section of the TEAMS Exit Level Test. It provides a detailed description of the test items used to measure each objective. The ten reading objectives are subsumed in six skill areas: (1) main idea; (2) word meaning (contextual analysis, structural analysis); (3) detail (specifics, sequence); (4) inference (conclusions, fact and opinion); (5) reference usage (selecting reference sources, using

reference sources); and (6) analysis of literature. The eight writing objectives are subsumed in five skill areas: (1) mechanics (capitalization, punctuation, and spelling); (2) English usage; (3) sentence formation (completion and combination); (4) proofreading; and (5) organization. The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 772 UD 025 238

Sikes, Michael; Hildebrand, John A.
Research Summary on Retention and Research Summary on Dropouts.
Florida Educational Research and Development Council, Inc., Sanibel.

PUB DATE- Jul 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *Dropout Research; *Dropouts; High Risk Students; High Schools; *Research Needs; Research Problems; *School Holding Power; Student Attrition

This report summarizes research on retention and dropouts. Although there has been a recent resurgence of retention programs aimed at students who encounter subject-area difficulties, many studies have questioned the value of retention, especially if it is not accompanied by programs of remediation and individualized learning. However, researchers who approach this problem with statistical tools are confronted by a bewildering array of variables which are difficult to separate and even more difficult to understand except as they are interrelated. The research on dropouts is almost as difficult; several authors recommend that statistical procedures be overhauled and that methods be improved for counting the incidence of dropouts. Dropout research has focused on the following: (1) causative factors (including student variables, school characteristics, and tracking policies); (2) the economic and social costs of the dropout problem; (3) ways to prevent or alleviate the problem; and (4) the possible danger of the new movements to educational reform to at-risk students. (KH)

ED 277 788 UD 025 271

District Comprehensive Dropout Prevention Plan.
Dade County Public Schools, Miami, Fla.
PUB DATE- Dec 86
NOTE- 215p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensatory Education; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *High Risk Students; Minority Groups; Nontraditional Education; *Potential Dropouts; Program Content; *Special Programs; Vocational Education
IDENTIFIERS- *Dade County Public Schools FL

This report describes the Dade County, Florida, comprehensive K-12 program for decreasing the dropout rates of all students, with emphasis on minorities. The program involves a number of different components which provide students the opportunity and support for participation in academic and vocation-oriented courses and training programs. The report consists of eight major sections. Section 1 briefly states the dropout prevention program's philosophy and outlines its features. Section 2 discusses program components in general, focusing on: involvement of parents, communities, and businesses; coordination of programs with other agencies; procedures and criteria for the early identification of potential dropouts; instruction in employability skills and career awareness; assignment of program coordinators; and other aspects. Section 3 provides descriptions of individual programs, including: dropout retrieval, educational alternatives, teenage parent, substance abuse, disciplinary, and youth services programs. Section 4 describes additional dropout prevention programs. Section 5 focuses on provisions for exceptional student education. Section 6 discusses staff development activities. Section 7 presents an overview of program evaluation methods, and Section 8, an appendix, contains lists of Dade County schools, the location of specific programs, potential dropout prevention profile criteria, and a sample dropout profile printout. (KH)

ED 277 803 UD 025 289

Feld, Marcia Marker; And Others
The Social and Physical Policy Environment. Stamford Educational Public Policy Impact Study. Volume II.
Stamford Public Schools, Conn.
PUB DATE- 83
NOTE- 241p.; For the other volumes in this study, see UD 025 288-291. Some figures contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Factors; *Educational Planning; Educational Policy; Elementary Secondary Education; Financial Policy; Government School Relationship; *Physical Environment; *Public Education; School Policy; *Social Environment; Urban Education
IDENTIFIERS- *Connecticut (Stamford)

In the last decade Stamford has been transformed from a suburban town to an urban center of national renown. A responsive yet directive public school system is critical in preserving a feeling of community. The Stamford Educational Planning Committee, a team of interdisciplinary professionals and a broad-based community group, examined trends in the environment and their effect upon public education in Stamford, and proposed policy changes. This volume of their report contains data on the following elements which comprise the context for planning for the future of public education: (1) social environment, including population and social indicators; (2) physical environment: land use, open space, housing, transportation, and infrastructure; (3) economic environment: labor markets and the changing nature of the job structure; and (4) fiscal environment: an analysis of the municipal budget in relation to public education. Several figures and numerous tables supplement the text. Appendixes contain a list of working papers for the study and summaries of the methodologies for the population and social indicators components of the study. (LHW)

ED 277 703 SP 028 526

Impey, William D.
A Model of Decision-Making for Teachers Engaged in Developmental Research.
PUB DATE- 16 Feb 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Decision Making; Higher Education; Learning Strategies; *Research Utilization; *Self Evaluation (Individuals); *Task Analysis; *Teacher Effectiveness

An analysis of the rationale, concepts and procedures for designing and implementing a model of decision-making for teachers engaged in developmental research is presented. The decision-making model is conceptualized as the intersection of four sets of data sources derived from the performance of preactive/planning tasks, interactive/implementation tasks, and reflective/effectiveness evaluation tasks. The performance of preactive/planning tasks produce data regarding the characteristics of the learning environment the teacher-researcher intends to create in order to produce a selected learning outcome in the form of covert or overt behaviors exhibited by pupils. The performance of the interactive/implementation tasks produce data regarding the characteristics of the actual learning environment which was created and the actual pupil responses or behaviors which were exhibited. The performance of the reflective/effectiveness evaluation tasks produce data regarding the relationships between the intended and actual learning environment and learning outcomes. The model components are used to construct a strategy for identifying the potential value of each of the data sets (constructed by the teacher-researcher) for evaluating planning effectiveness, implementation effectiveness, model effectiveness, and adaptation effectiveness. A taxonomy of pedagogical objectives is presented as a potential product of the teaching effectiveness inquiries (developmental research) conducted by teacher-researchers and a means of constructing and organizing a knowledge base for the teaching profession. (Author)

ED 277 745 TM 870 024

Mathematics, Grade 5. TEAMS Instructional Strategies Guide.

Texas Education Agency, Austin.

PUB DATE- Aug 86
NOTE- 60p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building,
1701 North Congress Avenue, Austin, TX 78701
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Computation; Elementary School Mathematics; Geometry; *Grade 5; Instructional Development; Intermediate Grades; Learning Activities; *Learning Strategies; *Mathematics Instruction; Mathematics Skills; *Mathematics Tests; *Minimum Competency Testing; Number Concepts; Problem Solving; State Programs; Teaching Guides; Testing Programs; Test Items
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This document is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS mathematics objectives for grade 5. It provides a detailed description of the test items used to measure each mathematics objective. The 11 objectives are subsumed under five skill areas: (1) number concept (place value, equivalent fractions); (2) computation (addition and subtraction of decimals, multiplication of whole numbers, division of whole numbers); (3) problem solving (word problems involving addition and subtraction of whole numbers, multiplication and division of whole numbers, addition and subtraction of decimals); (4) measurement (metric and customary units, graphs); and (5) geometry (perimeter and area of polygons). The following information is provided for each objective: (1) a description of objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analyses sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 625 SO 017 813

Hessen, Robert, Ed.
Does Big Business Rule America? Critical Commentaries on Charles E. Lindblom's "Politics and Markets."
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-048-6
PUB DATE- 81
NOTE- 79p.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($6.75).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Business; Economic Factors; *Economics; Global Approach; *Government (Administrative Body; *International Education; Political Science; *Politics

This volume pulls together commentaries on Charles E. Lindblom's book entitled "Politics and Markets: The World's Political-Economic Systems" (1977) which expounds the thesis that big business dominates American culture and politics and prevents the introduction of central planning in place of a market-oriented economy. Following an introduction, this collection of essays is organized into two parts. Part 1 contains arguments against the book's thesis in these six essays: "Pluralism Reconsidered" by Eugene Bardach; "An Alarmist View of Corporate Influence" by Royall Brandis; "How Powerful is Business?" by Ithiel de Sola Pool; "Democracy and the Corporation" by James Q. Wilson; "Business, Government, the Public: Who Manipulates Whom?" by Paul J. Halpern; and "The Servility of Business" by Clarence J. Brown. Part 2 contains an essay by David Stockman entitled "How the Market Outwits the Planners" which is a rebuttal of Lindblom's claim that natural resources will be depleted in an economy based on production-for-profit. (KW)

ED 277 655 SP 028 232

The Importance of the Educational Resources Information Center for Teacher Candidates. ERIC Digest #10.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Clearinghouses; *Databases; *Educational Resources; Higher Education; *Information Services; *Online Vendors; *Preservice Teacher Education; Research Utilization
IDENTIFIERS- *ERIC Digests

This digest highlights features of the Educational Resources Information Center (ERIC), explains how to use the system most effectively, and offers suggestions on how teacher education faculty can present and use the ERIC system to supplement classroom instruction. Following a description of how resources in ERIC can be helpful to teachers and teacher candidates, a discussion is presented on what teacher candidates should know in order to use ERIC effectively. Some suggested activities for classroom follow-up are offered. (JD)

ED 277 672 SP 028 421

Surgeon General's Report on Acquired Immune Deficiency Syndrome.
Office of the Surgeon General (DHHS/PHS), Washington, DC.
PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communicable Diseases; *Disease Control; Disease Incidence; Drug Abuse; Life Style; *Preventive Medicine; *Public Health; Sexuality
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

This report on Acquired Immune Deficiency Syndrome (AIDS) offers information on: (1) the medical definition of AIDS; (2) signs and symptoms; (3) the present situtation regarding the number of cases of AIDS and how the disease is transmitted; (4) how to protect oneself from AIDS; (5) what behavior is safe; and (6) what is currently understood about AIDS. Further sources of information are listed. (JD)

ED 277 689 SP 028 468

Teacher Evaluation Study. Beginning Teacher Portfolio Study, FPMS Validity Studies, Master Teacher Score Trends, Special Instruments Norming.

University of South Florida, Tampa. Coll. of Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 86
NOTE- 234p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Master Teachers; *Portfolios (Background Materials); *Professional Development; *Program Evaluation; Teacher Evaluation
IDENTIFIERS- *Florida Beginning Teacher Program

The Florida Beginning Teacher Program specifies that a portfolio be maintained for each beginning teacher, and that it include a Professional Development Plan (PDP) and formative information to justify and execute the plan. Chapter 1 of this report describes the study that was undertaken to determine whether the beginning teacher portfolios provided a complete progressive record of fully documented beginning teacher activities, assessments, and recommendations. Chapter 2 is an exploratory study of the relationships between beginning teachers' PDPs and their performance as measured by the Florida Performance Measurement System (FPMS). The third chapter sets forth a plan for providing feedback to districts, colleges, and the State Department of Education on performance of beginning teachers. Chapter 4 presents a meta-analysis of four FPMS predictive validity studies. The fifth chapter includes six analyses of data from the performance observations conducted during the 1984-85 Master Teacher Program. The sixth section of the report contains analyses of the relationship between total scores and selected frame factors on Student Services and Library/Media observations conducted in the 1984/85 Master Teacher Program. The seventh chapter descibes the development of materials for the FPMS Trainer Update Workshops. The appendices offer an annotated bibliography related to chapter 1 as well as detailed information in both narrative and tabular format on the topics of chapters 1, 4, and 7. A three-page bibliography is included. (JD)

ED 277 607 SO 017 730

Mississippi Curriculum Structure: Philosophy, Goals, Skills, and Concepts for Curriculum Development and Instructional Planning in Mississippi.

Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.

PUB DATE- 86
NOTE- 860p.
LANGUAGE- English
EDRS Price - MF05/PC35 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Core Curriculum; *Course Content; *Course Objectives; *Curriculum Development; Educational Objectives; Elementary Secondary Education; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *Mississippi

This document is a decision-making tool on the instructional process in Mississippi. It attempts to standardize curriculum content by identifying core skills that must be included in subject areas in kindergarten through grade 12. Subjects covered are reading, English/language arts, mathematics, art, computer education, foreign languages, health and physical education, journalism, music, oral communication, science, and social studies. Each subject area contains the following components: a statement of philosophy and aims for the subject; an identification of broad teaching goals; a skills continuum for each grade level or course; a course description that includes appropriate course titles and summaries of course content; course listings that indicate amount of Carnegie unit credit awarded. Appendices contain outlines of a junior ROTC program, a driver education program, and an advanced placement program. (APG)

ED 277 640 SO 017 871

Brown, Lester R.; Jacobson, Jodi L.
Our Demographically Divided World, Worldwatch Paper 74.
Worldwatch Inst., Washington, D.C.
SPONS. AGENCY- United Nations Fund for Population Activities, New York, N.Y.
REPORT NO.- ISBN-0-916468-75-5
PUB DATE- Dec 86
NOTE- 58p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Birth Rate; Cross Cultural Studies; *Demography; *Developing Nations; Foreign Countries; Higher Education; *Income; *Overpopulation; *Population Trends; Resources

Existing demographic analyses do not explain the negative relationship between population growth and life-support systems that are now emerging in scores of developing countries. The demographic transition, a theory first outlined by demographer Frank Notestein in 1945, classified all societies into one of three stages. Drawing heavily on the European experience, it has provided the conceptual framework for a generation of demographic research. During the first stage of the demographic transition, which characterizes premodern societies, both birth and death rates are high and population grows slowly, if at all. In the second stage, living conditions improve as public health measures, including mass immunizations, are introduced and food production expands. Birth rates remain high, but death rates fall and population grows rapidly. The third state follows when economic and social gains, including lower infant mortality rates, reduce the desire for large families. As in the first stage, birth rates and death rates are in equilibrium, but at a much lower level. The theorists do not say what happens when developing countries get trapped in the second stage, unable to achieve the economic and social gains that are counted upon to reduce births. Nor does the theory explain what happens when second-stage population growth rates of 3% per year continue indefinitely and begin to overwhelm local life-support systems. (BZ)

ED 277 718 TM 860 729

Dangel, Timothy R.
Mathematics Program Evaluation. Final Report.
Anne Arundel County Public Schools, Annapolis, Md.

PUB DATE- Mar 85
NOTE- 145p.; For a related document, see TM 860 728.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Attitude Measures; Curriculum Evaluation; *Elementary School Mathematics; Elementary Secondary Education; Evaluation Methods; Evaluators; High School Graduates; *Mathematics Curriculum; *Mathematics Instruction; *Participant Satisfaction; Program Attitudes; *Program Evaluation; Questionnaires; *Secondary School Mathematics; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- Anne Arundel County Public Schools MD; California Achievement Tests

The model used to evaluate the mathematics curriculum of the Anne Arundel County Public Schools (Maryland) involved three phases: the curriculum; instruction, or the implementation of the curriculum; and students' attitudes, performance, and later success. The evaluation was conducted in 1984. Data were collected from seven sources: a review of the curriculum by five consultants, survey of current students, survey of former students, survey of school staff, survey of students enrolled in Algebra I as seventh graders, high school mathematics achievement data, and previously collected data which were available within the school system, such as student cumulative records, schedules, and teacher characteristics. About half of this document presents the results of the evaluation. Responses to questionnaire items are summarized, narrative comments are presented, and the source of the data is provided. Conclusions, observations, and recommendations were generally positive as far as appropriateness of the curriculum, graduate satisfaction, and degree of program implementation. The other half of the document contains the appended questionnaires for curriculum consultants, students, former students, students who took Algebra I in grade 7, principals and other administrators, guidance counselors, elementary school teachers, middle and junior high school teachers, and senior high school teachers. (GDC)

ED 277 732 TM 870 008

Goodwin, William L.
The Academic Career of Herbert J. Klausmeier as Reflected in His Writings.

PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; *Educational Psychology; Educational Research; *Educational Researchers; *Educational Theories; Elementary Secondary Education; Individual Differences; Individualized Instruction; Learning Theories; *Psychologists; Research Design; *Research Methodology; Teacher Education
IDENTIFIERS- *Klausmeier (Herbert J)

In reviewing Herbert J. Klausmeier's academic career, this paper discusses four major areas of his contributions: (1) cognitive learning and development (CLD); (2) individual differences and related educational provisions; (3) educational research as a field of scientific inquiry; and (4) teacher education. CLD, Klausmeier' major contribution, was centered around teaching and learning of concepts. A significant portion of research supporting his theory was conducted in schools and classrooms. Individual differences and related educational provisions concentrated on individual learners' differences and their learning and development. Important attributes of what Klausmeier called the "improvement-oriented" research method are: (1) a problem experienced by practitioners initiates the process; (2) research is planned to solve the problem; (3) research is planned using available knowledge; (4) solutions are tested for effectiveness; (5) practitioners develop skills for conducting research; (6) knowledge about the enterprise is generated; and (7) results are tested for generalizability. In the area of teacher education, Klausmeier recognized the need to prepare teachers to implement programs effectively and to know and apply principles derived from educational psychology. (JAZ)

ED 277 773 UD 025 239

The Condition of Education in the Great City Schools. A Statistical Profile 1980-1986.

Council of the Great City Schools, Washington, D.C.

PUB DATE- 86
NOTE- 67p.; Some graphs contain small print.
AVAILABLE FROM- Council of the Great City Schools, 1413 K Street, NW, Washington, DC ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; Board of Education Policy; Boards of Education; Elementary Secondary Education; Enrollment Projections; Enrollment Trends; *Federal Aid; *Institutional Characteristics; *School Demography; School District Size; School Funds; School Size; *School Statistics; *Urban Schools
IDENTIFIERS- Council of Great City Schools

This report provides statistical information on the 35 large urban school systems that comprise the Council of Great City Schools. Data are organized into the following categories: (1) enrollment and demographics (including racial composition, children below poverty level, and private school, handicapped, vocational education and limited English proficient enrollment); (2) staff and organization (including school board size, school board selection, frequency of school board meetings, superintendent and teacher characteristics, average teacher salaries, and grade level organization of the district); (3) finances (including expenditure per pupil, property tax rates, bonded debt rating, total local and state revenues); (4) federal allocations to selected programs (including ECIA Chapter 1 and 2, Impact Aid, Education of the Handicapped--Public Law 94-142--vocational education, bilingual education, magnet schools, child nutrition, job training, Head Start, and day care); and (5) educational indicators (including attendance rates, testing requirements, requirements for graduation, and homework policies). (CW)

ED 277 789 UD 025 272

Jones, James M.
Being Black in America: The Politics of Personality.
PUB DATE- Aug 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Culture; *Blacks; *Personality Theories; *Politics; Psychology; *Racial Bias; *Racial Identification; Research Needs; Self Concept; Social Integration; Socialization
IDENTIFIERS- *Black Psychology

This paper reconsiders some of the ways in which black American psychology has been theorized and researched, and proposes some alternative models. Black personality is in part an adaptation to the political contours of racism, the cumulative representation of the effects of racism over four centuries. However, the only systematic statements of black personality present it as a debilitating, self-defeating reaction to difficult circumstances. Being black in America often leads to a bifurcation of self, a split between an African heritage which bestows degradation and insult, and an American heritage which seems to offer promise and opportunity. Psychologists should devote more research time to the political construction of the psychological conflict endemic in being a black American. The remainder of this paper surveys research on black personality and outlines ways to view the intersection of racism and black personality. Four dynamics of personality organization which impart structure and guide behavior of blacks are identified: (1) individual versus group identity; (2) trust versus mistrust; (3) personal accountability versus contextual blame; and (4) minority and majority. (KH)

Feld, Marcia Marker; And Others

The Educational Policy Environment: National, State, and Local Educational Policy Assessment. Stamford Educational Public Policy Impact Study. Volume III.
Stamford Public Schools, Conn.
PUB DATE- 83
NOTE- 62p.; For other volumes in this study, see UD 025 288-291.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; *Educational Policy; Educational Technology; Elementary Secondary Education; Government Role; Government School Relationship; *Private Education; Private School Aid; *Public Education; Public Policy; *School Policy; Urban Education
IDENTIFIERS- *Connecticut (Stamford)

In the last decade, Stamford has been transformed from a suburban town to an urban center of national renown. A responsive yet directive public school system is critical in preserving a feeling of community. The Stamford Educational Planning Committee, a team of interdisciplinary professionals and a broad-based community group, examined trends in the environment and their effect upon public education in Stamford, and proposed policy changes. This third volume of their four-part report consists of two chapters. Chapter I examines the following educational policy changes occuring throughout the country: (1) lack of support for public education; (2) adjustments in school finance reform policies; (3) the changing role of the federal government; (4) the increasing popularity of the private school sector; and (5) the emergence of educational technologies. Without adequate funding, it will be impossible to meet the needs of a technological world inhabited by a diverse group of people. Chapter II offers an in-depth view of the role of private schools in America. Data are shared from a recent study of public and private schools; the results of five studies conducted on this topic throughout the country are presented; and the common reasons cited by parents for transferring children from public to private schools are identified. Appendixes contain a list of working papers for the study, lists of persons consulted and interviewed for the study, and an interview guideline. (LHW)

ED 277 673 SP 028 422

Young, Michael; And Others

Teacher Training Workshops in Drug Education: Correlates of Curriculum Implementation.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Education; Elementary Education; Health Education; *Program Effectiveness; *Teacher Workshops; Training Methods
IDENTIFIERS- *Curriculum IMplementation

This study sought to determine: (1) the impact of teacher training workshops in elementary school drug education on actual implementation of drug education programs; and (2) whether a set of variables could be identified which distinguished between workshop participants who implemented a majority of workshop activites in their classrooms and those who did not. Teachers attended 5-day workshops where they received content information about drugs, as well as activities and materials for use in helping students to learn about drugs and to develop self-esteem and decision-making skills. Subsequently the teachers responded to a masked questionnaire designed to elicit information on whether or not they had implemented the program on drug education in their classrooms. Responses indicated that a group of 105 subjects implemented the curriculum, while 86 did so in a limited way only or not at all. Four variables were identified that made a significant contribution to predicting in which group a teacher would belong. The variables were: perception of parental interest, perceived freedom in deciding what to teach, perception of the value of continuing education activities, and sex of the respondent. A copy of the questionnaire is appended. (JD)

ED 277 704 SP 028 527

Hauser, Jerald
Stimulating Critical Thinking and Discussion Formats: Research and Strategies for Educators to Ponder.

PUB DATE- Feb 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Creative Thinking; Critical Thinking; Divergent Thinking; Elementary Secondary Education; *Group Discussion; Learning Strategies; *Questioning Techniques; Teacher Effectiveness; *Teaching Methods

In this discussion on how teachers can encourage and develop students' abilities to think critically and creatively it is pointed out that fostering discussion in the classroom opens new avenues of thought and stimulates divergent thinking. Recommendations for helping teachers foster discussion in the classroom are: (1) making reflective statements that provide a sense of what the student has said; (2) describing a teacher state of mind (interest, conviction); (3) inviting the student to elaborate; (4) encouraging questions and waiting longer for answers; and (5) maintaining deliberate, appreciative silence until the student resumes a comment or another enters the discussion. Some illustrations are given of how a teacher may guide classroom discussion to evoke new and creative responses from students. (JD)

ED 277 746 TM 870 025

Mathematics, Grade 7. TEAMS Instructional Strategies Guide.
Texas Education Agency, Austin.
PUB DATE- Aug 86
NOTE- 67p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Basic Skills; *Behavioral Objectives; Computation; Elementary School Mathematics; Geometry; *Grade 7; Instructional Development; Junior High Schools; Learning Activities; *Learning Strategies; *Mathematics Instruction; Mathematics Skills; *Mathematics Tests; *Minimum Competency Testing; Multiple Choice Tests; Number Concepts; Probability; Problem Solving; State Programs; Teaching Guides; Testing Programs; Test Items
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS mathematics objectives for grade 7. It provides detailed description of the test items used to measure each mathematics objective. The 11 objectives are subsumed under seven skill areas: (1) number concepts (decimals and percents); (2) computation (addition and subtraction of fractions, addition, subtraction, and multiplication of decimals); (3) problem solving (two-step word problems using whole numbers, decimals); (4) measurement (metric and customary measurement conversions); (5) geometry (geometric terms and figures, perimeter of polygons); (6) probability, statistics, and graphing (graphs and charts, possible outcomes); and (7) algebraic concepts (equations). The following information is provided for each objective: (1) a description of the objectives; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis of the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 759 TM 870 038

Mathematics, Exit Level. TEAMS Instructional Strategies Guide.
Texas Education Agency, Austin.
PUB DATE- 86
NOTE- 120p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Basic Skills; *Behavioral Objectives; Computation; Geometry; *Grade 11; Graduation Requirements; High Schools; Instructional Development; Learning Activities; *Learning Strategies; *Mathematics Instruction; Mathematics Skills; *Mathematics Tests; *Minimum Competency Testing; Probability; Problem Solving; State Programs; Testing Programs; Test Items
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. The test given to students in Grade 11 is an exit-level examination, and Texas students must pass this test prior to receiving their high school diploma. This document is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the mathematics objecives measured on the TEAMS Exit Level Test. It provides a detailed description of the test items used to measure each objective. The 18 objectives are subsumed under 7 skill areas: (1) number concepts (number sequence, rounding, equivalencies, and exponential notation); (2) computation (fractions and mixed numbers, decimals, and integers); (3) problem solving (multiple operations, proportions, and percents); (4) measurement; (5) geometry (geometric formulas and properties of geometric shapes); (6) probability, statistics and graphing (averages, simple probability, graphs and tables); and (7) algebraic concepts (formulas, solve for a variable). The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 626 SO 017 814

Friedman, Murray
The Utopian Dilemma: American Judaism and Public Policy.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-092-3
PUB DATE- 85
NOTE- 125p.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 15th Street, NW, Washington, DC 20005 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anti Semitism; Ethnicity; Government Role; *Ideology; *Jews; *Judaism; *Public Policy; Religious Organizations; Social Action; Social Attitudes; Values
IDENTIFIERS- *Idealism

Since the turn of the century, American Jews have been closely associated with reform movements that seek to improve social conditions, to help the disadvantaged, and to achieve international peace. Jewish religious traditions and social circumstances have disposed many Jews to view politics and power idealistically. However, traditional expressions of Jewish idealism seem ill-suited to new realities, such as dealing with poverty, relationships with Black Americans, Soviet expansion, and the emergence of a worldwide anti-Israel bloc of nations. These problems and choices are presented against the backdrop of 4 decades of Jewish intellectual and social life, from the post-War "golden age" through the turmoil, anxiety, and eventual regeneration of the past 20 years. (APG)

ED 277 656 SP 028 272

Health Education Intervention. An Annotated Bibliography. Nutrition Education Series Issue 13.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ED-86/WS/83
PUB DATE- 86
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accident Prevention; Alcohol Education; Annotated Bibliographies; Cancer; Cardiovascular System; Diseases; Drug Education; *Foreign Countries; *Health Education; *Health Programs; Immunization Programs; Smoking

This annotated bibliography contains 73 citations describing health education programs around the world. Countries represented include: Bangladesh, Egypt, Gambia, Gilbert Islands, Guatemala, Haiti, Honduras, Jamaica, Kenya, Indonesia, Nicaragua, Peru, Philippines, Swaziland, Thailand, Tunisia, Australia, Colombia, India, United Kingdom, Canada, France, United States, Austria, Federal Republic of Germany, Finland, Norway, Belgium, Israel, Greece, and New Zealand. The citations describe the subject of the project, target audience, communication channels, sponsoring agencies, costs, time period, methodology, outcomes, and recommendations. A subject matter index is included. (CB)

ED 277 608 SO 017 741

Wright, Joyce E.
Arts Education in Secondary School Classrooms: Factors Related to Students' Perceived Learnings.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Class Activities; Classroom Environment; Secondary Education; Self Concept; Student Characteristics; Teacher Attitudes; Teacher Behavior; Teacher Characteristics; Teacher Student Relationship

This study explores the relationship between students' perception of the learning process in their secondary school arts classes and seven contextual elements: (1) teachers' demographic characteristics and their attitudes; (2) students' demographic characteristics and their self-concepts; (3) the classroom environment; (4) the curricular content of the classes; (5) teachers' behaviors regarding the use of time, decision-making, and instructional practices; (6) the type and variety of class activities; and (7) the nature of student interactions with their teachers and their relationships with other students. Data from a national sample of 122 art classes in 25 secondary schools came from the 1977 project, A Study of Schooling. Classrooms were observed for an entire period at least three times using the modified form of the Stanford Research Institute's Classroom Observation Instrument. Teachers provided information by responding to a survey and interview, and the students responded to a survey which included closed and open-ended questions. Canonical correlation and regression analysis was used to relate the seven sets of variables to the student. Four sets of variables: teacher behavior; interactions and relationships; curricular content; and student characteristics accounted for the strongest correlations. Implications of the findings for the improvement of arts education are discussed. (SY)

Consortium for Educational Mentorship 1985-86. Final Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; College School Cooperation; Consortia; Higher Education; High Schools; *High School Students; *Program Development; Program Evaluation; Program Implementation;

*Teacher Recruitment; Teacher Student Relationship; Teaching (Occupation)

The Walton High School (New York) Pre-Teaching Program, established in 1984, involved approximately 25 teachers and interns. Student interns did classroom clerical tasks, worked individually with students, and taught lessons. A State Incentive Grant for a Consortium for Educational Mentorship provided an opportunity for further development of the pre-teaching program. A long-term goal of this year's program was to encourage students to enter teaching and teaching-related professions. Beginning in the fall of 1985, 44 Walton juniors and seniors served as interns in classes in various subject areas. The interns received training and practice in paraprofessional and pre-professional skills. They took attendance and performed related classroom tasks, worked one-on-one with students, and taught some lessons. Most of the interns were matched with an individual teacher. Walton teachers supervised the interns, developed a training manual, and participated in a series of training sessions. The program was conceived as a consortium effort which would involve institutions at the primary, secondary, and college level. Ongoing communication was maintained with the administration of Lehman College, which provided support to the program in the form of consultations, facilities, clerical assistance, and leadership of the teacher training sessions. This report describes program background, project objectives, evaluation procedures, program implementation, and student outcomes. Conclusions and recommendations are included. (JD)

ED 277 733 TM 870 009

Gable, Robert K.; And Others
The Development of the Pilot Form of the Parent Attitudes toward School Effectiveness (PATSE) Questionnaire.
PUB DATE- Apr 86
NOTE- 66p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 1986). Appendix A not included in report. Tables 3 and 5 contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *Construct Validity; Content Validity; Elementary Secondary Education; Factor Structure; *Parent Attitudes; Parent School Relationship; Rating Scales; *School Attitudes; *School Effectiveness; *Test Construction; Test Interpretation; Test Reliability; Test Validity
IDENTIFIERS- Connecticut; *Parent Attitudes toward School Effectiveness

The development of the Parent Attitudes toward School Effectiveness (PATSE) questionnaire was conducted in two phases. The pilot test form contained 47 items reflecting parents' attitudes toward 6 categories: (1) school and community relationships; (2) clear school mission; (3) high expectations; (4) safe and orderly environment; (5) instructional leadership; and (6) frequent monitoring of student progress. The measure was constructed in a five-point Likert rating scale format, including both negatively and positively worded statements. The categories and items were generated from literature reviews on school effectiveness, teacher questionnaires used in the Connecticut Secondary School Effectiveness Project, and an expert panel. The measure was completed by about 30 percent of parents receiving a mail survey; item analyses and reliability data were generated from the 625 respondents. Results supported use of the PATSE scales. A few items were able to be deleted, and high intercorrelations among scales were noted. Family and school variables were briefly examined. The second phase of test construction examined construct validity using principal component analysis and oblique rotation. Ten resulting components accounted for 55 percent of total variance. Sample score reports include the 47 items. An eight-page bibliography concludes the document. (GDC)

ED 277 774 UD 025 257

Remedial Education Guidelines.
Binghamton City School District, NY. Office of Planning, Research, and Evaluation.
PUB DATE- Sep 86
NOTE- 111p.; The document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensatory Education; Diagnostic Teaching;

*Educationally Disadvantaged; Educational Therapy; Elementary Secondary Education; Exceptional Persons; *High Risk Students; Individualized Instruction; Potential Dropouts; *Remedial Programs; *Remedial Teachers
IDENTIFIERS- Binghamton City Schools NY

The latest regulations for remedial programs in Binghamton, New York, directed by both regular and remedial teachers, are described. Included are the following: (1) teacher responsibilities and project objectives; (2) description of categories of children to be served and summary of how they will be served; (3) general guidelines for administering the project; (4) steps for releasing students from remediation; (5) copies of forms for record keeping and letters used for notifying parents and pupils of achievement on state mandated tests; (6) descriptions of means of evaluation, program activities, identifying procedures, diagnostic instruments, articulation, instructional mode, instruction, length and frequency of instruction, staffing, staff development, pupil personnel services and student folders for reading, mathematics, writing, English as a second language (ESL) components of project; (7) State Education Department monitoring guidelines for reading and writing programs; and (8) detailed program objectives for reading, mathematics, writing and ESL components. (PS)

ED 277 790 UD 025 273

Effective Schooling for Language Minority Students: Research and Practice Related to the Establishment and Maintenance of Effective Bilingual Education Programs.

Ohio State Dept. of Education, Columbus. Div. of Equal Educational Opportunities.

PUB DATE- Dec 86

NOTE- 24p.; Printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Bilingual Education Programs; Community Involvement; *Educational Environment; Elementary Secondary Education; Government School Relationship; Hispanic Americans; Limited English Speaking; *Program Implementation; *Program Improvement; School Administration; School Effectiveness

The basic premise of this handbook is that effective bilingual programs can occur only within a school context that is itself effective. A foreword argues that: (1) bilingual education programs must be better integrated into the mainstream of local school district programs, and (2) limited-English proficient (LEP) students should be assigned to more effective schools. The handbook is divided into three main sections. Section 1 outlines effective school characteristics identified by research studies. Section 2 relates the findings of those studies to those schools that have, or are planning to have, a bilingual education program. Section 3 describes how school personnel working at different levels can contribute to the building of local capacity for and commitment to the delivery of bilingual education within effective schools by providing specific program suggestions. References are included. (KH)

ED 277 805 UD 025 291

Feld, Marcia Marker; And Others

The Stamford Public Education Facilities Utilization Plan. Stamford Educational Public Policy Impact Study. Volume IV.

Stamford Public Schools, Conn.

PUB DATE- 83

NOTE- 177p.; For volumes 1-3 of this study, see UD 025 288-290.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Facilities; Educational Facilities Planning; *Educational Policy; Elementary Secondary Education; *Facility Utilization Research; Government Role; Government School Relationship; *Public Education; *Public Policy; School Desegregation; Urban Education

IDENTIFIERS- *Connecticut (Stamford)

In the last decade, Stamford has been transformed from a suburban town to an urban center of national renown. A responsive yet directive public school system is critical in preserving a feeling of community. The Stanford Educational Planning Committee, a team of interdisciplinary professionals and a broad-based community group, examined trends in the environment and their effect upon public education in Stamford, and proposed policy changes. Trends identified include changes from construction of single-family homes to apartment building, an increase in corporate offices, and erosion of support for education despite a sound fiscal base. This last volume of the committee's four-part report contains recommendations regarding the physical facilities of the Stamford public schools and a description of the methods used to develop the Stamford Facilities Utilization Plan, designed to create a desegregated, cost-effective, quality educational system. This plan was developed through a five-step process: (1) determination of projected demand for services; (2) determination of projected supply of services; (3) analysis of supply versus demand; (4) comparative analysis of schools; and (5) development of policy options. The report concludes with recommendations in the areas of curriculum development and policy options for strengthening and phasing out of facilities. Numerous tables and figures supplement the text. An appendix provides a list of the study working papers. (LHW)

ED 277 641 SO 017 872

Pempel, T. J.
Japan: The Dilemmas of Success. Headline Series No. 277.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-106-4
PUB DATE- Jan 86
NOTE- 83p.; For other publications in this series, see ED 270 367-374.
AVAILABLE FROM- Foreign Policy Association, Inc. 205 Lexington Ave., New York, N.Y. 10016 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Area Studies; *Asian Studies; Current Events; Economic Progress; Foreign Countries; *Foreign Policy; International Relations; *International Studies; Secondary Education; Social Studies; World Affairs
IDENTIFIERS- *Japan

This booklet examines Japan's unparalleled economic achievements and its growing political prominence. Reflecting upon Japan's economic, political, and societal dynamism, the document offers helpful insights into how this nation, nearly devoid of natural resources but blessed with a self-sacrificing, highly skilled, and dedicated work force, has adjusted to changing world economic conditions with extraordinary skill. The document emphasizes that Japan's foreign policies are rooted in pro-Western and economically based domestic considerations. Japan is also portrayed as increasingly activist in the international arena. The first three chapters introduce Japan, investigate its historical past, and examine change in Japanese society. Chapter 4 discusses Japanese politics from the perspective of creative conservatism. Chapter 5 examines Japan's economy and chapter 6 looks at Japan's role in the world. The document concludes with a "Talking It Over" section which includes discussion questions for individuals and groups. A suggested reading list is also offered. (RSL)

ED 277 657 SP 028 279

Brouillet, Frank B.

Report to the Legislature on the Beginning Teacher Assistance Program (BTAP). 1985-1986.

Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- Jan 87
NOTE- 48p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Mentors; Program Effectiveness; Program Evaluation; *State Programs; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; *Washington

The Beginning Teacher Assistance Program (BTAP) was piloted in the state of Washington during the 1985-86 school year. Each of 89 beginning teachers was assigned a mentor teacher to provide continuing and sustained support during the school year. A survey of beginning teachers, mentors, and school principals at the end of the school year yielded several results, including: (1) improved perception about ability by teachers with mentors; (2) belief by beginning teachers that mentors positively affected their development; and (3) belief by principals that mentors positively affected the growth of beginning teachers. Morale and personal support topics wre discussed most often by beginning teachers and their mentors. Recommendations based on the program evaluation for the state and district level, mentors, beginners, and pricipals include: (1) redefinition of the concept "beginning teacher"; (2) reorganization of local orientation and inservice programs; (3) more assistance from mentors in classroom discipline and teaching strategies; (4) more observation by beginners of classrooms taught by mentors; and (5) greater involvement of principals. Appendices include state legislation and information about school district selection. (CB)

ED 277 674 SP 028 423

Teacher Education Improvement Project 1985-1986. Final Project Report.

Grambling State Univ., LA. Coll. of Education.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 75p.
GRANT- G008541208
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Faculty Development; Higher Education; Instructional Development; *Preservice Teacher Education; Program Evaluation; *Program Improvement; Student Teacher Evaluation; *Teacher Education Programs
IDENTIFIERS- *Grambling State University LA

The purpose of the Teacher Education Improvement Project at Grambling State University (Louisiana) was to document the change processes and products the institution used to improve performance of prospective teachers. The intent was to validate the effectiveness of planned programs of change in five areas: student assessment; faculty development; curriculum revision; instructional development; and program monitoring and evaluation. By replicating its own model, documenting project activities, synthesizing college records, collaborating with consultants and other institutions, and engaging in formative and summative evaluation activities, the university was able to demonstrate that the model provided four major outcomes: (1) an improved pass rate of graduates on the National Teacher Examination (from 6 to 86 percent); (2) an updated curriculum; (3) increased enrollment; and (4) an improved public image. This manual describes in detail the project, Grambling State University, change objectives, program activities, and project results. (CB)

ED 277 705 SP 028 528

Mahlios, Marc; And Others
Implementation of Inquiry Oriented Student Teaching Curriculum.
PUB DATE- Feb 87
NOTE- 42p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Inquiry; Preservice Teacher Education; *Program Evaluation; *Program Implementation; *Student Teaching; *Teacher Education Programs; Teaching Methods
IDENTIFIERS- *Reflective Teaching

There is considerable interest in the conceptualization and design of the clincial components of teacher preparation programs generally, and a growing interest in inquiry-oriented programs. This study sought to determine perceptions of the degree of implementation of an inquiry-oriented student teaching curriculum at the University of Northern Iowa. Subjects of the study were 110 student teachers who were completing their student teaching requirements, 94 cooperating teachers, and 7 university supervisors. The subjects responded to a questionnaire on how well the following major components of the curriculum were implemented: (1) [illegible]er-student conferences; (2) student teachers' reflective jour[illegible] (3) student teacher participation in action research; (4) sharing of action research projects regularly in seminars; and (5) teaching activities (assumption of responsibility, planning, materials preparation, and student assessment). Findings indicated a high degree of implementation in all components. The paper describes the results of this implementation program. Implications for inquiry and reflective teaching methods are presented, and suggestions for improving clinical aspects of such programs are described. Participant responses on the implementation of each of the curriculum components are presented in tables and graphs. (JD)

Report of Student Performance, Spring 1986. North Carolina Annual Testing Program, Basic Skills.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.

PUB DATE- 86
NOTE- 257p.; Tables contain small print. For the 1981-1984 report, see ED 249 276.
AVAILABLE FROM- Public Information Officer, Division of School - Community Relations, Department of Public Instruction, Raleigh, NC 27603-1712
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Basic Skills; Elementary Education; Geographic Regions; Grade 1; Grade 2; Grade 3; Grade 6; Grade 8; Grade Equivalent Scores; Language Skills; Mathematics Achievement; Reading Achievement; Science Tests; *Scores; Spelling; *State Norms; *State Programs; *Testing Programs
IDENTIFIERS- California Achievement Tests; North Carolina; *North Carolina Annual Testing Program; North Carolina Science Tests; Percentile Ranks; Science Achievement

Test results are presented for the Spring 1986 administration of North Carolina's Annual Testing Program. A new edition of the California Achievement Tests (CAT) was administered that year; tests included reading, mathematics language and spelling. Public school students in grades 1, 2, 3, 6, and 8 were tested. Results are presented for the entire state, the eight geographic regions in North Carolina, and the 141 local education agencies. Scores are presented as grade equivalent scores and as percentile ranks. The North Carolina Science Tests (NCST) were also administered in grades 3, 6, and 8. Knowledge in three areas was tested (life, physical, and earth and space science), as well as process skills--the ability to apply general science concepts to a specified situation. This document consists almost entirely of data tables. Major results include: (1) the average North Carolina student scored at or above the national norm in all CAT subject areas in all grades; (2) national CAT norms were 15 percent higher on the 1985 test than on the 1977 edition; (3) North Carolina has an equal or greater proportion of students scoring at or above the 77th percentile; and (4) there is a consistent relationship between student attendance and achievement. (GDC)

Seabury, Paul
America's Stake in the Pacific.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-045-1
PUB DATE- 81
NOTE- 94p.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 15th Street, NW, Washington, DC 20005 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Communism; Foreign Countries; *Foreign Policy; International Cooperation; *Military Organizations; *National Defense; Productivity; *Revolution; *World Affairs
IDENTIFIERS- *Asia Pacific Region; China; Japan; Philippines; South Korea; Taiwan; United States; USSR; Vietnam

Countries of the Western Pacific allied with the United States--Japan, South Korea, the Philippines, and Taiwan--are seriously threatened by Soviet expansion and Sino-Soviet rivalry. At present when the United States military resources are stretched thin, responsibility for defense of these prosperous free states should be assumed by the states themselves, and Japan especially must play a far greater strategic role in maritime defense. An organic Pacific security community that would be buttressed by its own economic dynamism should be created. Such a Pacific security community is impossible without the presence of the United States as an active partner. It can therefore be possible only when the United States once more is morally committed and militarily able to respond to the ominous growth of Soviet military power. Included are the texts of the Shanghai Communique, February 27, 1972; the Joint Communique on the Establishment of Diplomatic Relations, the United States and the People's Republic of China, January 1, 1979; and the Taiwan Relations Act, April 10, 1979. (BZ)

Mathematics, Grade 9. TEAMS Instructional Strategies Guide.
Texas Education Agency, Austin.
PUB DATE- Aug 86
NOTE- 68p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Basic Skills; *Behavioral Objectives; Computation; Geometry; *Grade 9; High Schools; Instructional Development; Learning Activities; *Learning Strategies; *Mathematics Instruction; Mathematics Skills; *Mathematics Tests; *Minimum Competency Testing; Number Concepts; Probability; Problem Solving; Secondary School Mathematics; State Programs; Teaching Guides; Testing Programs; Test Items
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessement of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated as new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS mathematics objectives for grade 9. It provides detailed description of the test items used to measure each mathematics objective. The 11 objectives are subsumed under

seven skill areas: (1) number concepts (decimals, fractions, percents); (2) computation (addition and subtraction of fractions, multiplication and division of decimals); (3) problem solving (basic operations, ratios, proportions, percents, personal finance); (4) measurement (metric and customary measurements); (5) geometry (area of rectangles and triangles); (6) probability, statistics, and graphing (simple probabilities, charts and graphs); and (7) algebraic concepts (formulas). The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis of the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 760 TM 870 039

Written Composition, Grades 3, 5, 7, and 9. TEAMS Instructional Strategies Guide.

Texas Education Agency, Austin.

PUB DATE- Aug 86
NOTE- 209p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Elementary Secondary Education; Grade 3; Grade 5; Grade 7; Grade 9; Holistic Evaluation; Instructional Development; Learning Activities; *Learning Strategies; *Minimum Competency Testing; Scoring; State Programs; Testing Programs; Test Items; *Writing (Composition); *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9, and 11. This document is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This manual focuses on the TEAMS objectives for written composition for grades 3, 5, 7, and 9. The purpose of the composition requirement is to give students the opportunity to use the language skills they are taught. Three purposes of written communication (persuasive, informative, and expressive) and three modes or methods of achieving those purposes (narrative, descriptive and classificatory) are identified as appropriate for measurement on the TEAMS tests. The six composition objectives are described. The manual also includes scoring guides with writing samples for informative/descriptive writing, and expressive/narrative writing at the elementary level; and informative/classificatory writing, and persuasive/descriptive writing at the secondary level. Instructional strategies and suggested activities for the written composition objectives for grades 3, 5, 7, and 9 are included. (JAZ)

ED 277 775 UD 025 258

Bell, Nathan
Remedial Program Description.
Binghamton City School District, NY. Office of Planning, Research, and Evaluation.
PUB DATE- Sep 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensatory Education; Economically Disadvantaged; Educationally Disadvantaged; Elementary Education; *Experimental Programs; Mathematics Instruction; Parent Participation; Reading Instruction; *Remedial Programs; *Supplementary Education
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *New York (Binghamton)

About 60 percent of Binghamton's pupil population come from low income families; close to 1,000 pupils are provided remediation under Chapter 1 of the Education Consolidation and Improvement Act.

This program provides educationally and economically needy people with ways to succeed. The program's attributes for success are as follow: (1) clear goals and objectives; (2) coordination with regular school programs; (3) parent/community involvement; (4) professional development and training; (5) strong leadership; (6) appropriate instructional materials, methods, and approaches; (7) high expectations for student learning and behavior; (8) positive school/classroom climate; (9) maximum use of academic learning time; (10) closely monitored student progress; (11) regular feedback and reinforcement; (12) excellence recognized and rewarded; and (13) evaluation results used for project improvement. Normal curve equivalents reveal substantial gains in both reading and math. The largest gains were made in schools with the highest concentration of low income students. Improved attendence and school behavior, coupled with decreased tardiness and dropout rate, are directly linked to the overall success of Chapter 1 reading and math instruction. (LHW)

ED 277 609 SO 017 74

Pease, Arthur
Social Studies Curriculum: Grade One.
Lebanon School Administrative Unit 23, NH.
PUB DATE- 86
NOTE- 9p.; For related documents, see SO 017 746-750.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Elementary School Curriculum; Eskimos; Family Life Education; *Grade 1; Lesson Plans; Map Skills; Primary Education; Resource Units; *Social Studies

This document outlines the rationale and content of the grade 1 social studies curriculum of the Lebanon School District, Lebanon, New Hampshire. The children are asked to compare their families with the family of the Eskimo. During the study of the Eskimo,

geographic understanding is stressed. Skills to be acquired are listed as behavioral objectives. A resource list of social studies material includes a teaching guide, a student text, books for students, books for teachers, periodicals, a record, filmstrips, filmloops, and addresses. (SY)

ED 277 691 SP 028 472

Jackson, Cynthia L.
Status of Laboratory Schools.

SPONS. AGENCY- Florida Inst. of Education, Jacksonville.
PUB DATE- Jun 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Educational Assessment; Elementary Secondary Education; Higher Education; *Laboratory Schools; Program Evaluation; School Community Relationship; *School Effectiveness

This brief contains information on the status of laboratory schools in Florida, as well as information on laboratory schools in general. The brief is organized into five sections: (1) Introduction; (2) Historical Perspective of Laboratory Schools; (3) Status of Laboratory Schools in Florida; (4) Factors Associated with Successful Laboratory Schools; and (5) Laboratory School at the University of North Florida--Is It Feasible? The brief was written to raise issues that should be considered in determining the feasibility of a laboratory school in a given community. Issues that are raised include the mission, role, and function of the laboratory school for the community it serves and in the institution in which it is housed. (Author)

ED 277 791 UD 025 274

Bell, Lloyd H.
Adolescent Pregnancy and Its Delay.
PUB DATE- 24 Aug 86
NOTE- 10p.; Presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Black Community; *Black Culture; Black Family; Blacks; Community Influence; Early Parenthood; *Males; *Pregnancy; Sexuality; *Socioeconomic Influences

This paper examines some probable reasons for the black adolescent male's contribution to increased pregnancy in the black community. Using a situation analysis, it presents the following testable suppositions: (1) black males' fear of retribution for impregnating a girl has diminished, leading to increased sexual intercourse and ultimately to more teenage pregnancies; (2) when black males are denied access to economic, educational, and status rituals available to their white counterparts, they use sex to define their manhood; (3) if increased educational, recreational, and employment opportunities were available, black teenagers would direct more energies to endeavors other than sex; (4) development of black teenagers' spiritual self would decrease rates of homicide, suicide, and early pregnancy in the black community; and (5) if the black community defined manhood and womanhood from a more Afro-centric perspective, instead of from the more liberal white perspective, less self-destructive behavior would occur. (LHW)

ED 277 642 SO 017 878

Hepburn, Mary A.

Comparison of Political Attitudes of German and American Twelfth Year Students: Perspectives on the Rights of Individuals.
PUB DATE- Nov 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Southern Political Science Association (Atlanta, GA, November 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoritarianism; *Citizenship; Communism; Cross Cultural Studies; *Democratic Values; Dissent; Foreign Countries; *Foreign Students; *Political Attitudes; Political Socialization; Secondary Education; State Church Separation; *Student Attitudes; Voting
IDENTIFIERS- *Germans; West Germany

A broad survey of democratic political attitudes of United States and West German students was developed jointly by the Governmental Education Division of the Vinson Institute of Government at the University of Georgia and the Bundeszentrale fur politische Bildung in Bonn. This survey sought to probe twelfth-year students' attitudes toward national constitutional principles, political institutions, and political participation. The literature suggested in 1984 that in recent years West German secondary school students had become increasingly more democratic in their attitudes while United States high school students appeared to be in a period of shifting attitudes. For the purposes of this report 20 items concerning attitudes towards the rights of individuals have been selected for analysis from the 80-item summary. Although the pattern of response was somewhat different on a number of items, responses of American and German students were significantly different on only 7 of the 20 items on rights of individuals. Current conflicts between economic realities and political ideals may be at the root of different attitudes for students in both societies, but these may be more substantive for the German students who, by the nature of their political culture, tend to be more ideological in their thinking. (BZ)

ED 277 658 SP 028 329

Confronting AIDS. Directions for Public Health, Health Care, and Research.

Institute of Medicine (NAS), Washington, D.C.

REPORT NO.- ISBN-0-309-03699-2
PUB DATE- 86
NOTE- 386p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($24.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communicable Diseases; *Disease Control; *Disease Incidence; Epidemiology; Health Education; *Public Health; *Research Needs
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

This book is addressed to anyone involved with or affected by the Acquired Immune Deficiency Syndrome (AIDS) epidemic, including legislators, researchers, health care personnel, insurance providers, educators, health officials, executives in the pharmaceutical industry, blood bank administrators, and other concerned individuals. The following areas are covered: (1) confronting AIDS: summary and recommendations; (2) understanding of the disease and dimensions of the epidemic; (3) the future course of the epidemic and available national resources; (4) opportunities for altering the course of the epidemic; (5) care of persons infected with human immunodeficiency virus (HIV); (6) future research needs; and (7) international aspect of AIDS and HIV infection. Appendices include information on: (1) clinical manifestations of HIV infection; (2) serologic and virologic testing; (3) risk of HIV transmission from blood transfusion; (4) U.S. public and private sector resources for fighting AIDS; (5) the Centers for Disease Control's (CDC) surveillance definition of AIDS; (6) CDC classification system for HIV infections; (7) Public Health Service plan for prevention and control of AIDS and the AIDS virus; (8) list of background papers; (9) list of presentations at public meetings; (10) acknowledgments; and (11) biographical notes on committee members. A glossary of terms is included. (JD)

ED 277 675 SP 028 425

Weber, Richard N.
Mentoring in Teaching.

PUB DATE- 9 Jan 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Teachers; Educational Needs; Elementary Secondary Education; Helping Relationship; *Master Teachers; *Mentors; *Staff Development; Teacher Orientation

Although stimulating genuine mentoring among teachers is not an easy process, mentoring is vital to the teaching profession. Essential elements of mentoring identified through research include socialization, individual adjustment, and nurturing. Young teachers need help in entering the profession and they also need role models and counselors throughout their careers. These needs coincide with the needs of experienced teachers to nurture and find meaning in their careers. Though routine in business, mentoring is still awkward in the teaching profession. Compartmentalization, age disparities, job dissatisfaction, and powerlessness restrict mentoring. Research shows that efforts such as improving communication, involving experienced teachers, and mentor training can bring about changes that benefit both new and experienced teachers. (CB)

ED 277 706 SP 028 529

Sullivan, Timothy J.; Dziuban, Charles

A Study of the Current Manner in Which Public Teaching Is Portrayed to Our Most Able Young People.

PUB DATE- 16 Feb 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Job Satisfaction; Negative Attitudes; Secondary Education; *Teacher Influence; *Teacher Recruitment; *Teacher Student Relationship; *Teaching (Occupation); Teaching Conditions

The purpose of this study was to portray the manner in which teachers informally recruit academically talented young people to the teaching profession, or to ascertain whether they do that at all. The underlying assumption was that one of the most effective ways to upgrade teaching over the long term, and provide for the best learning in American classrooms, is to get the brightest young people to enter the profession. It seems clear that teachers are actively discouraging academically talented students from considering a career in teaching. They are accomplishing this so effectively that virtually none of the students interviewed for this study seriously considered public education as a career choice. A summary of how teachers see their job conditions includes the fact that they consider themselves poorly paid and lacking in respect from any of the important populations. They see their job as a highly frustrating and stressful endeavor. They feel overwhelmed with paper work and see absolutely no oportunity for career advancement. To their credit they still hold that teaching is enjoyable, interesting, and satisfying. (Author/JD)

ED 277 720 TM 860 731

Halperin, Si
Analysis of Repeated Measures Designs with Nested Incomplete Samples.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Attrition (Research Studies); Comparative Testing; *Hypothesis Testing; *Longitudinal Studies; Monte Carlo Methods; *Multivariate Analysis; *Research Design; Sampling; Statistical Bias
IDENTIFIERS- *Missing Data; *Nested Data; Repeated Measures Design

A statistical method has been developed for nested incomplete samples in a longitudinal study in which part of the sample has dropped out in such a way that the data have a nested pattern. A procedure which performed well in a Monte Carlo experiment was extended to a two-factor incomplete design with repeated measures on one factor. Methods designed for this type of analysis included two multivariate techniques--likelihood ratio and step-down procedures with between subjects and within subjects variables--and univariate methods involving use of the EM algorithm in conjunction with restricted maximum likelihood estimation of variance components. Nested data were subjected to analysis of variance and step-down tests. It was concluded that step-down statistics were simple to use and did not require restrictive assumptions--type H covariance matrix--of univariate analysis of variance. They were appropriate for a mixed model, and calculation software was available. Step-down statistics were preferable to analysis of variance when the sample was nested and assumption violations were likely. References and four data tables conclude the document. (GDC)

ED 277 734 TM 870 010

Lenel, Julia C.; Gilmer, Jerry S.

The Effect of Keying All Options Correct on Equating Functions and Scores.

PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Equated Scores; *Item Analysis; Latent Trait Theory; Licensing Examinations (Professions); Multiple Choice Tests; Postsecondary Education; Scores; *Scoring; *Scoring Formulas; Testing Problems; Test Items; Test Length; Test Reliability
IDENTIFIERS- *Linear Equating Method

In some testing programs an early item analysis is performed before final scoring in order to validate the intended keys. As a result, some items which are flawed and do not discriminate well may be keyed so as to give credit to examinees no matter which answer was chosen. This is referred to as allkeying. This research examined how varying the numbers of allkeyed items affects the equating function and resulting equated scores. The experimental conditions consisted of allkeying 0, 4, 10, and 25 items. The examination was a 200-item multiple choice licensing examination. Over 3,500 examinee records were studied. The results showed virtually no differences in scaled score means across the experimental conditions. Although the equating procedures compensated for the changes that occurred as more items were allkeyed, the effect of allkeying on an individual's scaled score will depend on the individual's performance on the allkeyed items. The results suggest that an item should not be allkeyed unless it is clear that there is no defensible answer among the options. (Author/GDC)

ED 277 806 UD 025 295

Zafirau, S. James
An Analysis of 1982 to 1986 Reading Comprehension Achievement Results for Adversely Affected Students in the Cleveland Public Schools.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Nov 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Students; *Desegregation Effects; Elementary Secondary Education; *Minority Groups; Public Schools; *Racial Segregation; *Reading Comprehension
IDENTIFIERS- *Ohio (Cleveland)

This study analyzed the progress from 1982 to 1986 of those students adversely affected by prior racial segregation practices in the Cleveland public schools, and compared their progress with that of the non-adversely affected students in the district. These analyses were done in terms of reading comprehension achievement, since that has been viewed as the central measure of academic achievement. Blacks were the only racial group comprising a greater proportion of the adversely affected students than of the non-adversely affected students. The adversely affected students' actual reading comprehension achievement scores were better than expected. However, although the reading comprehension achievement gap between the adversely affected and non-adversely affected student has narrowed from spring of 1982 to spring of 1986 system-wide and for every type of school, the remaining achievement gap between these two student groups is still educationally significant. The trend is positive and encouraging, but more remains to be accomplished. This report includes statistical data tables and figures and concludes with five recommendations. (LHW)

ED 277 610 SO 017 746

Pease, Arthur
Social Studies Curriculum: Grade Two.
Lebanon School Administrative Unit 23, NH.
PUB DATE- 86
NOTE- 12p.; For related documents, see SO 017 745-750.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Elementary School Curriculum; Family Life Education; *Grade 2; Lesson Plans; Map Skills; Primary Education; Resource Units; *Social Studies
IDENTIFIERS- Hopi (Tribe)

This document outlines the rationale of the grade 2 social studies curriculum of the Lebanon School District, Lebanon, New Hampshire. The content sequence is given. The children are asked to compare their families with a family of the Hopi Indian tribe and to learn the geography of the area where the Hopi families live. Skills to be gained are listed as behavioral objectives. A resource list of social studies materials includes teaching guides, books, filmstrips, filmloops, and maps. (SY)

ED 277 628 SO 017 822

Lefever, Ernest W., Ed.
Will Capitalism Survive? A Challenge by Paul Johnson with Twelve Responses.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-026-5
PUB DATE- 79
NOTE- 77p.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 15th Street, NW, Washington, DC 20005 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Capitalism; Democracy; Ecological Factors; *Economics; Ethics; *Government (Administrative Body); Political Science; Resource Materials; *Totalitarianism; *Unions

A challenge on the survival of capitalism and its future is set forth in this document. Although industrial capitalism is strong, five dangers that threaten its survival are cited: (1) the collectivist bias of Western intellectuals; (2) the influence of the ecological apocalyptics; (3) the assault on the market by big government; (4) the undermining of productivity by trade unions, and (5) the totalitarian (primarily Soviet) threat from outside the country. Twelve people from various professions and perspectives responded to the challenge: an oil executive, a political scientist, a banker, a political columnist, a labor union official, a professor of theology, a former U.S. Senator, a journalist, a Black liberation theologian, an international lawyer, a U.S. Congreeman, and the direction of the Hudson Institute. The challenge brings forth the question of the survival of capitalism as well as its varying forms. The contributors address that question as well as the question of capitalism as a moral issue. (APG)

ED 277 692 SP 028 477

Adelman, Nancy E.; And Others
An Exploratory Study of Teacher Alternative Certification and Retraining Programs.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Oct 86
NOTE- 163p.
CONTRACT- 300-85-0103
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Mathematics Teachers; *Nontraditional Education; Program Attitudes; *Program Effectiveness; Science Teachers; Teacher Attitudes; *Teacher Certification; Teacher Characteristics; *Teacher Education
IDENTIFIERS- *Alternative Teacher Certification

This study presents a descriptive overview of 20 alternative certification and retraining programs and reports on 10 of them in depth. Specific questions addressed in the study include: (1) What are the characteristics of individuals being attracted to such programs and of the programs themselves? (2) How successful are programs in preparing teachers, particularly for math and science classrooms? (3) What are participants' career goals and how successful are they in finding permanent teaching positions? and (4) What are the perceptions of current faculty and administrators regarding alternative certification and retraining? These questions were explored principally through analysis of data collected in telephone interviews with program administrators, program participants and their supervisors, and traditionally prepared teachers who had contact with the participants. Documents provided by the program were also examined. Appendices include a list of study methods, descriptions of 10 programs, overviews of supplementary sample of programs, and an annotated bibliography of over 50 items. (JD)

ED 277 748 TM 870 027

Reading, Grade 1. TEAMS Instructional Strategies Guide.
Texas Education Agency, Austin.
PUB DATE- Aug 86
NOTE- 46p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Decoding (Reading); *Grade 1; Instructional Development; Learning Activities; *Minimum Competency Testing; Primary Education; *Reading Instruction; Reading Skills; *Reading Strategies; *Reading Tests; State Programs; Teaching Guides; Testing Programs; Test Items; Word Recognition
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS reading objectives for grade 1. It provides detailed description of the test items used to measure each reading objective. The nine reading objectives are subsumed under five skill areas: (1) main idea; (2) word meaning (sight words, compound words, contextual analysis); (3) word decoding (structural analysis, phonic analysis); (4) detail (specifics, sequence); and (5) inference (predicting future outcomes). The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 776 UD 025 259

ECIA Chapter I Program Guide.
Orange County Public Schools, Orlando, Fla.
PUB DATE- Sep 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; *Educationally Disadvantaged; Elementary Education; Language Acquisition; *Mathematics Skills; Parent Participation; *Reading Improvement; *Remedial Programs; Remedial Reading; Skill Development; Transitional Programs; *Underachievement; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Orange County Public Schools FL

The Orange County, Florida, public schools have developed a Chapter 1 program of individualized learning for reading and mathematics underachievers in grades 1, 2, and 4. The program is described in terms of the following: (1) district information; (2) program and project information; (3) goals and objectives; (4) coordination with regular and special school programs; (5) parent and community involvement; (6) professional development and training; (7) leadership; (8) instructional materials, methods, and approaches (whole language approach used in the reading component and computer assisted instruction with tutorial aides used in the mathematics component); (9) expectations for student learning and behavior; (10) school/classroom climate; (11) maximum use of academic learning time; (12) monitoring of student progress; (13) feedback and reinforcement; (14) rewards for and recognition of excellence; and (15) evaluation of results for project improvement. In all instances except one, the Orange County public schools' Chapter 1 program exceeded the national statistics for Normal Curve Equivalent gains (using Comprehensive Tests of Basic Skills) in Chapter 1 programs nationwide for the 1983-84 school year, using spring to spring results. (PS)

ED 277 676 SP 028 429

Sheffield, Emilyn A.
The Bad News: Undesirable Futures Are a Possibility in Professional Preparation.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; Delphi Technique; *Educational Strategies; Elementary Secondary Education; Futures (of Society); Higher Education; *Physical Education Teachers; Teacher Education; *Trend Analysis

In this study, the interaction of undergraduate specialization, diversified career choices, and teacher education on the future of professional preparation in physical education was examined. Using the Delphi methodology, a panel of 69 national leaders in the field of physical education developed extensive strategic planning data for the management of six probable, but undesirable future trends. To challenge these negative predictions, a review of this data provided the following set of tactics: (1) rediscover the intrinsic value of movement; (2) encourage students to discover for themselves the intrinsic value of movement and motor skills acquisition; and (3) emphasize the individual achievement available through purposeful movement, be it fitness, personal control, or meaning. An emphasis on individual accomplishment, right, and responsiblity can be used to guide decisions regarding the complex managerial and role disparity issues that will characterize the future of physical education. (JD)

ED 277 707 SP 028 530

Clark, Christopher M.
Asking the Right Questions about Teacher Preparation: Contributions of Research on Teacher Thinking. Occasional Paper No. 110.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 31p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Processes; Evaluative Thinking; Higher Education; *Preservice Teacher Education; Program Improvement; *Research Utilization; Teacher Education Programs; *Teacher Educators; *Teacher Effectiveness
IDENTIFIERS- *Teacher Thinking

Research on teacher thinking has established a place for itself within the international educational research enterprise. What is not so clear is how studies of teacher thinking may be of use in improving the quality of teacher preparation programs. This paper promotes a consultant role for researchers on teacher thinking in relation to teacher educators. The current state of knowledge about teacher thinking is summarized under three headings: Implicit Theories and Preconceptions, Planning and Reflection, and Uncertainty and Dilemmas. After each summary, a list of questions is offered as food for thought in pursuit of understanding and improving learning to teach. The author claims that research on teacher thinking can improve teacher preparation by encouraging thoughtful teacher educators to ask better questions of themselves and of their arts. A 55-item reference list is appended. (Author)

ED 277 761 TM 870 040

Statewide Results, Grade 1. Preliminary Report. Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin.

PUB DATE- Jul 86
NOTE- 12p.; For related documents, see TM 870 040-045.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; Criterion Referenced Tests; *Grade 1; Mastery Tests; *Mathematics Achievement; *Minimum Competency Testing; Primary Education; *Reading Achievement; State Programs; Testing Programs; Test Items; *Test Results; *Writing Evaluation
IDENTIFIERS- Metropolitan Achievement Tests; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) test was administered to pupils in grade 1 for the first time, at state level, in April 1986. Students with certain disabilities and those with limited English proficiency were exempted from this testing cycle. This 84-item test measured 21 objectives: 8 for mathematics, 9 for reading, and 4 for writing. To compare the performance of Texas first grade students with that of students in other parts of the country, a pilot study was conducted in April 1986. The Metropolitan Achievement Test, 6th edition, was administered to a representative sample of Texas first grade students. At the state level, the national predicted percentile ranks were 70, 62, and 66 for mathematics, reading, and writing, respectively. Data from the grade 1 TEAMS test showed that 83 percent had mastered the total mathematics test; high scores were obtained in two of the four writing objective areas; and the reading mastery levels were lower than those for mathematics and writing. When students were grouped according to demographic and program variables, the students who were classified as educationally disadvantaged showed lower levels of mastery than students who were not in this category. While 35 percent of all first graders need remediation in at least one subject area, only 8 percent need remediation in all three areas. A two-page summary report of TEAMS test results and group characteristics for grade 1 is attached. (JAZ)

ED 277 792 UD 025 275

The Comprehensive Dropout Prevention Plan.
Broward County School Board, Fort Lauderdale, Fla.
PUB DATE- Dec 86
NOTE- 334p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; *Dropout Prevention; *Dropout Programs; *Dropouts; Elementary Secondary Education; Nontraditional Education; Parent Participation; Potential Dropouts; *School Holding Power; Vocational Education; Withdrawal (Education)
IDENTIFIERS- Broward County Public Schools FL

The Comprehensive Dropout Prevention Plan utilizes the resources of Broward County public schools and the community for dropout prevention. A matrix of dropout prevention options has been assembled from both existing programs and from new program designs. General components of the plan include the following: (1) dropout retrieval activities; (2) parent, community, and business involvement; (3) coordination of the program with other agencies; (4) early identification of potential dropouts; (5) instruction in employability skills and career awareness activities; (6) assignment of a dropout prevention coordinator; and (7) staff development and training. Individual programs that are described include the dropout retrieval programs, educational alternative programs, teenage parenting programs, substance abuse programs, disciplinary programs, and youth services programs. An appendix providing brief descriptions of 29 existing available programs is included. The plan is defined as a system-wide responsibility for providing an immediate and local strategy for addressing educational problems. Its goal is also to improve student skills and level of preparation on graduation. The recommendations of various subcommittees of the Broward County Dropout Prevention Task Force for several programs are included. (PS)

ED 277 643 SO 017 889

Bennett, William J.
Education for Democracy.
Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- Sep 86

NOTE- 12p.; Paper presented at the regular meeting of the Consejo Interamericano para la Educacion, la Ciencia, y la Cultura (17th, Washington, DC, September 26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; *Democratic Values; Education; Elementary Secondary Education; Governance; Totalitarianism

Democratic ideals are not known instinctively, but must be purposely taught, for an educated, informed citizenry is vital to the well-being of every democracy. The essential assumptions and values of democracy include the principle of inalienable rights, respect for certain institutions such as a representative government, an independent judiciary, the family, and the church. A democracy depends on schools which help to foster a kind of character which respects the law, is willing both to offer and accept criticism, and respects the value of the individual. When teaching about democracy, the schools need only to give the children the truth; democracy's achievements as well as its faults. Children should know the whole truth about their own countries and should know that there are systems of government that cannot be morally sanctioned. If students are given the whole truth about democracy's record and the comparable record of other political systems, they will never hesitate to stand up for democracy. (APG)

ED 277 721 TM 860 732

Froman, Robin D.
Infant Care Self-Efficacy.
PUB DATE- Apr 86

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Infants; Knowledge Level; Mother Attitudes; *Mothers; *Parenting Skills; Physical Health; Preschool Education; Rating Scales; *Self Concept Measures; Self Esteem; *Self Evaluation (Individuals); Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Infant Care; *Infant Care Survey; Self Efficacy

The Infant Care Survey (ICS) was developed to measure new mothers' confidence in their knowledge and skills regarding the care of babies under one year of age. One potential use of this test would be the identification of groups at high risk for health problems or for avoiding medical care. Self-efficacy was an important construct in the development of the ICS; expectations that a behavior will be performed successfully determine which behaviors are attempted or maintained to completion. The ICS originally contained 48 items measuring knowledge or skills in the following areas: infant health, diet, and safety. Following review by nurses and hospital staff, a 51-item scale was finally constructed. Respondents were asked to rate their feelings of confidence on a five-point Likert scale. The ICS was administered, in 5 to 15 minutes, to 142 males and females in hospitals, homes and classrooms. Analyses revealed that test reliability was .975. Component analysis suggested one unifying dimension underlying the scale. The items indicating the greatest confidence included behaviors which are commonly performed and observed. It was concluded that test reliability and test validity were acceptable. The survey form is appended. (GDC)

ED 277 735 TM 870 011

General Information: Grade 12 Diploma Examinations Program, 1986-87 School Year. Student Evaluation.

Alberta Dept. of Education, Edmonton.

PUB DATE- Aug 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Credit Courses; *Equivalency Tests; Foreign Countries; *Grade 12; Grades (Scholastic); *Graduation Requirements; High Schools; *Minimum Competency Testing; State Programs; *State Standards; Student Evaluation; *Testing Programs; Test Results
IDENTIFIERS- *Alberta

This bulletin contains general information about the Grade 12 Diploma Examinations Program in Alberta, Canada. All twelfth graders must write at least one diploma examination to receive a high school diploma. The examination certifies academic achievement in English 30 and 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, Physics 30, and Langue et Litterature 30. To obtain credit in any high school course, students must earn a final mark of at least 50 percent. For a diploma examination course, the course grade averaged with the test score must be at least 50 percent. Different diplomas are awarded for three levels of achievement: general high school, advanced high school, and advanced diploma award of excellence. The program is based on the provincially prescribed Program of Studies for Senior High Schools. Students who have completed a diploma examination course are eligible to take that examination. Provisions have been made for mature students, disabled, and French language speakers. This document, intended for administrators, teachers, and interested public, contains a detailed schedule of the 1986-87 testing program; explanation of test result reports; administrative procedures; policy statement; Alberta Regulation 531/82, amended A.R. 324/83, Examination Regulation; and contact personnel. (GDC)

ED 277 807 UD 025 298

Hansen, Paula
Kids Have Fun in Chapter I: Child-Parent Interaction, Preschool-Kindergarten Program.
West Bend Joint School District, WI.
PUB DATE- Jan 86
NOTE- 24p.; Tables and diagrams contain small print. Tables on pages 20-21 contain color graphs.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Early Childhood Education; *Educationally Disadvantaged; Instructional Effectiveness; Instructional Improvement; Language Skills; Parent Participation; *Special Programs; Teacher Effectiveness
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

The overall goal of the Chapter 1 Child-Parent Interaction Program is to increase the language skills of educationally disadvantaged preschool and kindergarten students. The program's attributes for success are as follow: (1) clear goals and objectives; (2) coordination with regular school programs; (3) parent/community involvement; (4) professional development and training; (5) strong leadership; (6) appropriate instructional materials, methods, and approaches; (7) high expectations for student learning and behavior; (8) positive school/classroom climate; (9) maximum use of academic learning time; (10) closely monitored student progress; (11) regular feedback and reinforcement; (12) excellence recognized and rewarded; and (13) evaluation results used for project improvement. Achievement results exceeded the results of prior years for the preschool and kindergarten children enrolled in the Child-Parent Interaction Program of the West Bend (Wisconsin) Joint School District. Although the preschool mean change scores were relatively consistent over the last three years, the class percentile rank for the children on the Peabody Picture Vocabulary Test, prior to their participation in the program, had declined from the twentieth percentile to the thirteenth. Therefore, the expected gains in terms of mean change scores were obtained despite the lower entrance scores of the children. Data tables and diagrams showing program-related materials supplement the text. (LHW)

ED 277 611 SO 017 747

Pease, Arthur
Social Studies Curriculum: Grade Three.
Lebanon School Administrative Unit 23, NH.
PUB DATE- 86
NOTE- 12p.; For related documents, see SO 017 745-750.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Behavioral Objectives; *Elementary School Curriculum; *Grade 3; Lesson Plans; Primary Education; Resource Units; *Social Studies; United States History

This document outlines the rationale of the grade 3 social studies curriculum of the Lebanon School District, Lebanon, New Hampshire. A suggested content sequence is given. The focus is on a larger social group, the village, or settlement. The farming villages selected as case studies include the Algonkin Indians of New England during the 17th century and New England colonialists and settlers just before and after the American Revolution. Skills to be acquired are listed as behavioral objectives. A resource list of social studies materials includes a teacher's guide, books, kits, and maps. (SY)

ED 277 629 SO 017 823

Lefever, Ernest W.
Amsterdam to Nairobi: The World Council of Churches and the Third World.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-024-9
PUB DATE- 79
NOTE- 125p.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 15th Street, NW, Washington, DC 20005 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; Financial Support; *Foreign Countries; Marxian Analysis; *Marxism; *Poverty; *Religious Organizations
IDENTIFIERS- *Liberation Theology; *World Council of Churches

Churches, and in a larger sense religion, should serve as the conscience of society. Hence Christian bodies have an obligation to condemn gross evils and to speak out on the great moral issues, but they should not give their full support to any political party or cause. The World Council of Churches (WCC) from its beginning in 1948 showed an interest in the developing countries. The WCC has been increasingly influenced by the picture of downtrodden people struggling for freedom, dignity, and economic development. By 1975, the WCC had embraced the concept and practice of liberation theology, which on some issues, has been very similar to Marxism. Ambiguity toward Marxism stems from a profound confusion between ends and means. The Marxists' claim of a clear-cut diagnosis and simple answers has an appeal to Westerners who feel guilty about their power and wealth. Seven recommendations are offered in conclusion that would make the WCC truer to the Christian faith and make a more responsible contribution to justice and freedom in the political order. Appendices that contain texts of relevant WCC documents, notes, and an index of persons and countries are included. (BZ)

ED 277 659 SP 028 349

Improving Undergraduate Teacher Education Programs in Georgia.
Recommendations of the External Review Committee for the
Improvement of Teacher Education in Georgia.
University System of Georgia, Atlanta.
PUB DATE- Oct 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accreditation (Institutions); *Educational Needs;
Elementary Secondary Education; Higher Education; Minority Group
Teachers; Policy Formation; Preservice Teacher Education; *Program
Improvement; *State Standards; Teacher Certification; *Teacher
Education Programs; Teacher Supply and Demand
IDENTIFIERS- *Georgia

This report contains 43 recommendations for improving the quality of beginning teachers in Georgia through reform of undergrduate teacher education. The report also addresses issues outside the domain of teacher preparation institutions when these issues affect the pool of beginning teachers. Recommendations concentrate on five major areas of improvement: (1) the teacher candidate pool; (2) accountability in education; (3) institutions offering education in Georgia; (4) quality control for teacher preparation and entrance to the profession; and (5) the relationships of the regents, state board of education, and the trustees of independent colleges and universities in teacher education policymaking. Within the five chapters 21 issue-areas are examined. Recommendations for each area are preceded by a brief description of factors in Georgia and the nation which served as a basis for the proposals. Following each recommendation are comments intended to elaborate on implementation strategies and potential impact. (CB)

Donohue, Ann Teresa

An Annotated Bibliography of Current Literature Dealing with Stroke Education Programs in a Physical Rehabilitation Setting.

PUB DATE- Nov 86
NOTE- 64p.; Requirements for course S591--Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Curriculum Development; Family Involvement; *Health Education; Medical Services; *Patient Education; Physical Health; Program Implementation; *Rehabilitation Programs; Stress Management; Stress Variables
IDENTIFIERS- *Cerebrovascular Disorders

This study makes available to nurses and other rehabilitation team members pertinent information to meet stroke patients' educational needs. The study was conducted to support the theory that those patients and families who actively participate in a stroke education program will more positively cope with the losses resulting from the disability than those persons who allow the event to overwhelm them. The information and recommendations provided to health professionals by this study are intended to establish and improve stroke rehabilitation health curricula in medical facilities. An introductory section defines the problem, explains the significance, organization and limitations of the study, and provides a list of definitions of terms used. Bibliographic annotations are grouped under the following categories: (1) stroke medical care--assessment and treatment; (2) stroke curriculum--holistic needs and specific needs; (3) patient education--patient teaching and teaching guides; and (4) educational program implementation--non-stroke programs and stroke programs. A summary of findings is provided and conclusion and recommendations are offered. (JD)

ED 277 677 SP 028 438

Calderhead, James; Miller, Eddie

The Integration of Subject Matter Knowledge in Student Teachers' Classroom Practice. Research Monograph Series Paper 1.

Lancaster Univ. (England). School of Education.

REPORT NO.- ISBN-0-901272-24-8
PUB DATE- Oct 86
NOTE- 30p.
AVAILABLE FROM- School of Education, University of Lancaster, Lancaster, LA1 4YL, England ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Foreign Countries; Higher Education; *Intellectual Disciplines; Preservice Teacher Education; Primary Education; *Student Teacher Attitudes; *Student Teaching; *Teaching Methods
IDENTIFIERS- *England

Recent policy on the training of primary school teachers has brought into focus the question of teachers' subject matter knowledge and its value and influence on classroom practice. With a sample of 8 students, this study collected data on four aspects of their practice with the aim of exploring the processes by which subject matter knowledge might inform professional action. Data included the beliefs and predispositions of student teachers about teaching, lesson planning protocols, stimulated recall protocols, and students' assessments of pupils. A qualitative analysis of this data suggests that subject matter enters student teachers' thinking about practice mostly via their classroom observations and their discussions with experienced teachers. Different schools and supervising teachers offered different opportunities for students to engage in such activities and afforded varying classroom conditions in which their subject matter knowledge could be related to pupil experiences and difficulties. Such findings, if typical, raise issues about how we conceptualize and research teachers' professional knowledge and also have practical implications for the organization of school experiences in teacher training. (Author)

ED 277 708 SP 028 532

Institute for Research on Teaching. Final Report.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Sep 86
NOTE- 443p.; Pages 422 through 443 are printed on colored paper.
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Information Dissemination; Learning Strategies; Program Improvement; *Research and Development Centers; Researchers; Research Projects; Research Utilization; Student Motivation; *Teacher Effectiveness; *Teacher Improvement; Teaching Methods
IDENTIFIERS- *Institute for Research on Teaching

This report offers an overview of the work of the Institute for Research on Teaching (IRT), the relationship between research and practice, and what has been learned about improving teacher performance. Some difficulties of teacher improvement are noted, and a description is given of how IRT research findings are communicated to the profession. An 11-section appendix making up the bulk of the report provides project summaries for the following IRT projects completed in September 1986: (1) content determinants; (2) teacher explanation; (3) written literacy forum; (4) science teaching; (5) secondary school science; (6) classroom strategy research; (7) socialization outcomes; (8) conceptual analytic; (9) knowledge use in learning to teach; (10) teachers' conceptual change in practice; and (11) communication, dissemination, and research training. The final pages of this document list IRT publications under a wide variety of headings. (JD)

ED 277 749 TM 870 028

Reading, Grade 3. TEAMS Instructional Strategies Guide.
Texas Education Agency, Austin.
PUB DATE- Aug 86
NOTE- 60p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Decoding (Reading); *Grade 3; Instructional Development; Learning Activities; *Minimum Competency Testing; Primary Education; *Reading Instruction; Reading Skills; *Reading Strategies; *Reading Tests; State Programs; Teaching Guides; Testing Programs; Test Items; Word Recognition
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS reading objectives for grade 3. It provides detailed description of the test items used to measure each reading objective. The nine objectives are subsumed under six skill areas: (1) main idea; (2) word meaning (sight words, contextual analysis, structural analysis); (3) word decoding (phonic analysis); (4) detail (specifics, sequence); (5) inference (predicting future outcomes); and (6) reference usage (using a table of content). The following information is provided for each objective: (1) description of objective; (2) sample item; (3) test questions; (4) answer choices; (5) answer analysis for sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 762 TM 870 041

Performance by School District Categories and Individual School Districts, Grade 3. Preliminary Report. Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin.

PUB DATE- Jul 86
NOTE- 58p.; For related documents, see TM 870 040-045.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Criterion Referenced Tests; *Grade 3; *Mathematics Achievement; *Minimum Competency Testing; Primary Education; *Reading Achievement; School Districts; School Statistics; State Programs; Student Characteristics; Student Mobility; Testing Programs; *Test Results; *Writing Evaluation
IDENTIFIERS- Metropolitan Achievement Tests; *Texas Educational Assessment of Minimum Skills

This report presents the performance for school district categories and for individual school districts on the third grade Texas Educational Assessment of Minimum Skills (TEAMS) test. The Grade 3 criterion-referenced test contained three sections: mathematics, reading, and writing. Testing was conducted during February 1986. The report is in two sections. Section I contains performance information grouped by categories within 17 characteristics of school districts, such as size and wealth. Section II contains student performance for each school district in the state.

Districts are arranged in alphabetical order. Student performance results are presented as the percentages of students in each reporting group (district and category of districts) who passed each section of the test and those who passed all tests taken. In addition, predicted national percentile ranks are displayed along with the numbers of students requiring remediation for each district and district group. The predicted national percentiles were constructed in a 1985 pilot study which compared the performance of Texas third graders on the TEAMS tests with the performance of students in other parts of the nation on the Metropolitan Achievement Test, Sixth Edition. (JAZ)

ED 277 777 UD 025 260

Handbook for Principals 1986-1987. ECIA Chapter 1.

Orange County Public Schools, Orlando, Fla.

PUB DATE- 86
NOTE- 75p.; For other handbooks in this series, see UD 025 261-265.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Compensatory Education; *Compliance (Legal); Educationally Disadvantaged; Elementary Secondary Education; Government School Relationship; *Legal Responsibility; *Principals; *Program Administration; Program Evaluation; *Recordkeeping; Records (Forms); School Supervision
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Orange County Public Schools FL

This handbook contains a wide variety of information and forms for principals administering Educational Consolidation Improvement Act (ECIA) Chapter 1 programs in Orange County, Florida, schools. Included are: lists of eligible schools, district staff, and staff assignments; an outline of principals' responsibilities; guidelines for serving the exceptional student; clarification of non-instructional duties; explanation of the ECIA Chapter 1 complaint procedure; a Chapter 1 fact sheet; Chapter 1 job descriptions; a sample parent letter; and an outline of required documentation records. The blank forms needed for fulfilling most of the Chapter 1 principals' administrative requirements are included, as well as procedures and forms for meeting testing and evaluation requirements. (KH)

Orfield, Gary; Monfort, Franklin

Are American Schools Resegregating in the Reagan Era? A Statistical Analysis of Segregation Levels from 1980-1984. Working Paper No. 14.

Chicago Univ., Ill.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Sep 86
NOTE- 28p.; A product of the National School Desegregation Project.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Black Students; Elementary Secondary Education; Hispanic Americans; *Population Trends; *Public Schools; *Racial Composition; *Racial Distribution; *Racial Segregation; School Desegregation; Social Isolation
IDENTIFIERS- United States

Analysis of the United States Department of Education's racial enrollment statistics for the 1980-84 period shows no significant increase in the segregation of black students in the U.S. For black students, the data suggest that the courts ignored the current Administration's policies against mandatory desegregation, and that the trends in segregation were very similar to what occurred during the Carter Administration. One of the measures used showed a slight increase in integration in the south during the first Reagan term. The data on Hispanic students show a continuation of a long-term trend of increasing school segregation in all regions of the country. Hispanics are now more isolated from non-Hispanic whites than are black students. Rapidly growing numbers of Hispanic students are attending segregated schools where fewer than a tenth of the students are white. White students are attending school with growing proportions of blacks everywhere outside the south and are in schools with higher average Hispanic enrollments in all regions. Black students continue to be most segregated in the northeast and midwest. Asian students attend schools that are far more integrated than those attended by other minority group students. (PS)

ED 277 612 SC 017 748

Pease, Arthur
Social Studies Curriculum: Grade Four.
Lebanon School Administrative Unit 23, NH.
PUB DATE- 86
NOTE- 10p.; For related documents, see SO 017 745-750.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; Behavioral Objectives; *Elementary School Curriculum; Government (Administrative Body); *Grade 4; Industry; Intermediate Grades; Lesson Plans; Resource Units; *Social Studies; United States History

This document outlines the content and objectives of the grade 4 social studies curriculum of the Lebanon School District, Lebanon, New Hampshire. The core of the program is on the town of Lebanon, New Hampshire and the state of New Hampshire, past and present, beginning with the student's community and expanding into a state-wide study. Most of the program focuses on the state. The student views New Hampshire from regional, national, and global perspectives. Skills to be acquired are listed as behavioral objectives. A resource list of social studies material includes a teacher's guide, books, tapes, slides, and maps. (SY)

State Education and Employment Demonstrations (SEED) Program, Job Training Partnership Act. Program Years 1984-85 and 1985-86.

New York State Education Dept., Albany.

PUB DATE- Nov 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensatory Education; Disabilities; Disadvantaged Youth; Displaced Homemakers; *Economically Disadvantaged; Elementary Secondary Education; *Employment Potential; High Risk Persons; Job Skills; *Job Training; *Remedial Programs; School Business Relationship; *State Programs

IDENTIFIERS- *Job Training Partnership Act 1982; New York State Education Department

In New York State the Governor's Plan under the Job Training Partnership Act requires that the State Education Department allocate its Title IIA funds among three general program areas for local services: (1) basic skills preparation; (2) school to work transition; and (3) firm specific training. The Plan also provides for coordination of activities and the development of demonstration projects. Eight percent of the programs are targeted on economically disadvantaged individuals who are the hardest to serve. Examples and models of projects developed under these guidelines are provided, specifically the State Education and Employment Demonstration program (SEED). The models exemplify some of the roles that educational institutions and services can play in fostering economic self-sufficiency for disadvantaged persons and communities within the State. Part I provides project descriptions and aims of programs in Program Year 1984-85. Difficulties encountered in each program are indicated and a brief summary of results is included. Part II outlines projects that are funded for year 1985-86. In both parts, names and addresses of contact persons are provided so that local agencies can be reached for additional information. The document is also intended for school and district administrators in their efforts to create new relations with employment and training agencies and other community organizations to better serve the disadvantaged population. (PS)

ED 277 644 SO 017 892

Crane, Louise
African Names: Peoples and Places. A Teaching Manual. African Outreach Series, No. 1.
Illinois Univ., Urbana. African Studies Program.
PUB DATE- 82
NOTE- 119p.; For related documents, see SO 017 842 and SO 017 892-895.
AVAILABLE FROM- Center for African Studies, University of Illinois 1208 West California, Room 101, Urbana, IL 61801 ($11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; *African History; *African Languages; Area Studies; Cultural Activities; Cultural Education; Elementary Secondary Education; Foreign Countries; Post Secondary Education; Resource Materials; Units of Study
IDENTIFIERS- *Africa; *Names

This study relates especially to African names, but can apply to all names. It aims to help students develop a more perceptive way of looking at other people and to encourage students to learn from and about them. Part 1, "Background Information," introduces people and place names in Africa and discusses their interrelationships. Part 2, "Activities," is grouped around themes, and gives examples of classroom applications of the information in the preceding section. Included are games, puzzles, songs, role playing, research projects, and maps studies. Part 3, "Supplementary Materials," supplements the information given in Part 1 and provides resources that might be used in conjunction with the activities suggested in Part 2. The first part of the section relates to personal names, and the rest to place names. A pronunciation guide is provided. Several maps are included of contemporary Africa, which may not otherwise be available to students and teachers. Part 4, "Bibliography," provides additional resource materials for teachers interested in further reading on the topic. (APG)

ED 277 660 SP 028 364

Cashman, Jude
Alcohol and Drug Abuse Prevention Education: Survey of the States.
Connecticut State Dept. of Education, Hartford.; National Association of State Boards of Education, Washington, D.C.

PUB DATE- Oct 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Education; *Drug Education; Elementary Secondary Education; Health Education; National Surveys; *Prevention; State Departments of Education; *State Programs

A survey of the states' efforts to initiate alcohol and drug abuse prevention education programs in local school districts found that: (1) almost without exception, alcohol and drug abuse prevention education is part of the health education curriculum; (2) more than half of the states require local school districts to offer comprehensive K-12 substance abuse prevention programs, with choice of curriculum, implementation, and program design left to local school districts; (3) most states do not require preservice or inservice training for school personnel in substance abuse prevention education; (4) almost all states have designated one or more department of education staff members for administering state-level substance abuse prevention policies and services; and (5) many states have established councils comprised of representatives from state agencies, business, and the community that deal with substance abuse prevention education. Survey results are presented in narrative and tabular format, and the National Association of State Boards of Education recommendations to State Boards of Education are included. (JD)

ED 277 722 TM 860 733

Borg, Walter R.
How Did Methusilah Get into This? Tribulations of a Developer.
PUB DATE- 3 Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Associations (66th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Comparative Testing; *Content Validity; Educational Testing; Inservice Teacher Education; Intermediate Grades; Standardized Tests; *Test Construction; *Testing Problems; Test Validity; Time on Task; *Units of Study
IDENTIFIERS- *Alternatives To Standardized Testing

Two approaches to testing student achievement are discussed: (1) traditional standardized tests; and (2) testing achievement on an instructional unit. Content validity is a major problem with standardized achievement tests. Even though test publishers typically consider a number of curriculum guides and textbooks in producing a test which is reasonably well suited to most schools' curricula, the curricular content in schools and classrooms is not consistent. For example, research has indicated wide variations in the amount of classroom time devoted to elementary school mathematics. The advantages of standardized tests are familiarity, simplicity, and economy. The proposed alternative involves the teaching of a unit of instruction, followed by an achievement test which measures only those concepts contained in the unit of study. A field test was conducted with intermediate school teachers and a week-long social studies unit on persons who had lived to be over 100. Although this approach required the development of the unit and the test, as well as the teachers' cooperation, it had high content validity. Observation indicated that 39 of 40 teachers followed the content of the instructional unit. (GDC)

ED 277 736 TM 870 012

Hudiburg, Janet T.; Wakefield, John F.
Divergent Thinking and Interest in Persuasive Vocations.
PUB DATE- Nov 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; Cognitive Processes; Cognitive Tests; Correlation; Creative Art; *Divergent Thinking; Grade 5; Grade 6; Intelligence Tests; *Interest Inventories; Intermediate Grades; *Predictive Validity; Problem Solving; *Vocational Interests
IDENTIFIERS- ACT Interest Inventory; Pattern Meanings Test (Wallach and Kogan)

The controversy over what divergent thinking tests measure was addressed by conducting a study of the relationship between divergent thinking and vocational interests. Forty-one above-average fifth graders were administered Pattern and Line Meanings a year before they took the American College Testing Program (ACT) Interest Inventory. Divergent fluency significantly predicted interest in "business contact," and this correlation was significantly greater than the correlation between fluency and interest in the creative arts. The prediction of interest in persuasive over creative vocations was attributed to a strong relationship between divergent thinking and invention, but a marginal relationships between divergent thinking and creativity. A four-page list of references concludes the document. (Author/JAZ)

ED 277 630 SO 017 827

Oden, Thomas C.
Conscience and Dividends: Churches and the Multinationals.
Ethics and Public Policy Center, Washington, DC.

REPORT NO.- ISBN-0-89633-090-7
PUB DATE- 85
NOTE- 186p.; Foreword by Martin E. Marty. Appendix I contains small print.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($9.00 pbk--ISBN-0-89633-090-7; $19.75 hardcover--ISBN-0-89633-089-3).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Activism; *Business Responsibility; *Church Responsibility; *Civil Liberties; Developing Nations; Foreign Countries; Higher Education; *Investment; *Political Attitudes
IDENTIFIERS- *Multinational Corporations; South Africa; World Council of Churches

Over the past 20 years there has been agreement in religious circles that the church's economic power and ties with the corporate world entail a moral responsibility. Church leaders within the corporate-responsibility (CR) movement have taken one of two approaches to corporations and their activities. The reformist approach assumes the market and the corporation to be legitimate, though error-prone, institutions. Its goal is to make economic enterprise more beneficial for more persons. The other approach is "immediatist" in tone and hostile to both free enterprise and corporations. Its advocates call for an "alternative economic system" which almost always means centralized socialist planning. By the early seventies, this more revolutionary approach was dominant, and the movement was characterized by a confrontational approach to corporations. The recent entry of conservative religious groups into public policy debates and the increasing hostility of mainstream church members to radicalism in denominational social-action agencies have influenced the character of the CR movement. Today it is more inclined to work within the system. A notable example of the effectiveness of the reformist approach is the Sullivan Principles. The document concludes with a number of guidelines for church involvement in social issues. Appendixes include a list of organizations making up the CR movement's secondary network, a list of CR leaders, three denominational statements, a sample shareholders' resolution, exerpts from the Jessup Report and other reports, and a list of corporate responsiblity challenges. Notes, a bibliography, and an index of names conclude the document. (BZ)

ED 277 750 TM 870 029

Reading, Grade 5. TEAMS Instructional Strategies Guide.

Texas Education Agency, Austin.

PUB DATE- Aug 86
NOTE- 62p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; *Grade 5; Instructional Development; Intermediate Grades; Learning Activities; *Minimum Competency Testing; *Reading Instruction; Reading Skills; *Reading Strategies; *Reading Tests; State Programs; Teaching Guides; Testing Programs; Test Items
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS reading objectives for grade 5. It provides detailed description of the test items used to measure each reading objective. The nine objectives are subsumed under five skill areas: (1) main idea; (2) word meaning (contextual analysis); (3) detail (specifics, sequence); (4) inference (drawing conclusions, fact and opinion, cause and effect); and (5) reference usage (identifying

parts of a book, using graphic aids). The folowing information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 794 UD 025 277

Orfield, Gary
Racial Change in U.S. School Enrollments, 1968-1984. Working Paper No. 1.
Chicago Univ., Ill.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 5 Sep 86
NOTE- 15p.; Paper presented at the National Conference on School Desegregation Research (September 5, 1986). A product of the National School Desegregation Project.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Asian Americans; Black Students; Demography; Elementary Secondary Education; *Enrollment Trends; Hispanic Americans; Public Schools; *Racial Composition; Racial Distribution; Racial Segregation
IDENTIFIERS- United States

For this report, the first of a series, the National School Desegregation Research Project obtained federal data for the 1984-85 school year, which show a substantial change in the racial composition of American's public schools since 1968, when data were first collected. The white majority is shrinking, due to a large decline in fertility and a small shift to private schools. Concurrently, the Hispanic, Asian and American Indian enrollments are growing very rapidly, due to higher fertility levels and large-scale immigration. The proportion of Black students is growing most substantially in the old industrial belt of the north, not in the south. The west now has almost as high a proportion of minority enrollment as has the south. The United States is becoming a much more multiracial society in which problems of equal education and race relations within schools and other central institutions will be even more critical than they have been in the past. The statistics foretell a changing society, with large majorities of "minorities" in public schools. Groups that have traditionally been less successful in public education and have been the targets of discrimination will be larger and larger fractions of the school population. (PS)

ED 277 613 SO 017 749

Pease, Arthur
Social Studies Curriculum: Grade Five.
Lebanon School Administrative Unit 23, NH.
PUB DATE- 86
NOTE- 12p.; For related documents, see SO 017 745-750.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Elementary School Curriculum; Geography; *Grade 5; Intermediate Grades; Lesson Plans; Resource Units; *Social Studies; United States History; World Geography

This document outlines the content of the grade 5 social studies curriculum of the Lebanon School District, Lebanon, New Hampshire. The program focuses on a U. S. history from the first Americans to the post-Civil War era. U. S. geography is studied, either Americans to the post-Civil War era. U.S. geography is studied, either as a separate unit or integrated into the historical units. World geography is also introduced. Skills to be acquired are listed as behavioral objectives. A resource list of social studies materials includes student texts, books, filmloops, filmstrips, study prints, and activity cards. (SY)

ED 277 694 SP 028 480

DeGeeter, Marcia L.
An Annotated Bibliography on Learning for Mastery: Mastery Approaches To Improve Instructional Quality and To Increase Student Achievement.
PUB DATE- Nov 86
NOTE- 67p.; Exit project, Indiana University of South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Research; Feedback; *Instructional Improvement; *Learning Strategies; *Mastery Learning; Sequential Learning; *Teaching Methods; Time Factors (Learning); Tutoring

This annotated bibliography on mastery learning, intended for use by teachers, administrators, curriculum-planners, and researchers, covers writings and reports on the following topics: (1) research reports; (2) use of mastery learning concepts and strategies; (3) task skills analysis; (4) sequential learning; (5) learning hierarchies; (6) task structure--linking instruction and testing; (7) time on task; (8) feedback; (9) tutoring; (10) error analysis; (11) response patterns; (12) designs and strategies for computer-assisted instruction/computer-managed instruction systems; (13) support systems for mastery learning; and (14) testing/scoring systems. Most entries contain: (1) purpose of the study; (2) procedures and/or design of the study; and (3) major findings and/or conclusions of the research. A five-page "definitions of terms" is provided. Some conclusions are briefly stated, and suggestions are made for further research on mastery learning. (JD)

ED 277 778 UD 025 261

Teacher Handbook, 1986-1987. ECIA Chapter I.
Orange County Public Schools, Orlando, Fla.
PUB DATE- Sep 86
NOTE- 72p.; For other handbooks in this series, see UD 025 260-265.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Compensatory Education; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Education; Eligibility; Learning Modules; Mathematics Skills; *Program Implementation; Reading Difficulties; *Remedial Programs; *Remedial Reading; Transitional Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Orange County Public Schools FL

The handbook contains documents that the teacher will need to implement the Orange County, Florida, public schools Chapter 1 program. Included are the following: (1) lists of Chapter 1 schools, staff, and staff assignments; (2) job description of teachers; (3) duties clarification; (4) a fact sheet about Chapter 1; (5) letter to parents advising them that their child is being placed in the Chapter 1 program; (6) documentation records; (7) student release, coordination, transfer, and roster forms; (8) expenditure and requisition forms; (9) checklists; (10) reports; (11) testing guidelines; (12) reading and math coordination forms; and (13) testing record. (PS)

ED 277 645 SO 017 893

Crane, Louise
African Games of Strategy: A Teaching Manual. African Outreach Series, No. 2.
Illinois Univ., Urbana. African Studies Program.
PUB DATE- 82
NOTE- 63p.; For other documents in this series, see SO 017 842 and SO 017 892-895.
AVAILABLE FROM- Center for African Studies, University of Illinois, 1208 West California, Room 101, Urbana, IL 61801 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; African History; Cultural Activities; Cultural Education; *Educational Games; Elementary Secondary Education; Foreign Countries; *Games; Resource Materials; Units of Study
IDENTIFIERS- *Africa

Appreciation of African games has increased in this country; especially board games which have been popularized through commercial versions. African games are invaluable resources for studying subjects requiring mathematical concepts, as well as social studies, history, geography, and languages. This manual presents some of the better known African games. It is arranged in four parts. Part 1, "Background to African Games," describes the three different categories of strategy games: games of alignment like Tic-Tac-Toe; struggle for territory games, covering African versions of checkers; and mankala, one of the oldest types of board game. Part 2, "Some African Games and How to Play Them," provides samples of African games. Brief comments about the games, the players, illustrations of playing equipment and detailed instructions, along with diagrams demonstrating moves and strategies are provided for each game. Part 3, "Supplementary Materials," provides ideas for making different types of board games. Also included are brief notes on the people and customs associated with the games, as well as a map of African countries. Part 4, "Bibliography," contains a partially annotated bibliography which includes references used and resource material. (APG)

ED 277 678 SP 028 442

Bolin, Frances S., Ed.; Falk, Judith McConnell, Ed.
Teacher Renewal. Professional Issues, Personal Choices.
REPORT NO.- ISBN-0-8077-2822-5
PUB DATE- 87
NOTE- 244p.
AVAILABLE FROM- Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY, 10027 ($16.96).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Decision Making; *Educational Change; Educational Environment; Educational Policy; Elementary Secondary Education; *Self Actualization; *Teacher Improvement; *Teacher Role

The 16 essays in this book assesss the problems inherent in the role of the teacher and offer perspectives on issues affecting life in the classroom. The three chapters in part one, "The Teacher and Teaching as a Vocation," are addressed to improving the teacher by attending to the inner needs of the individual. Teachers are seen as persons in search of meaning who choose to teach mostly for intrinsic, personal reasons. Part two, "The Teacher and Public Policy Issues," is comprised of three essays that demonstrate how the dilemmas of educational policy occur for teachers in terms of both theory and practice. The third part, "The Teacher and the Curriculum," considers teachers holistically, as human beings with overlapping realities, with social, cultural, and personal biographies. In the final part, "The Teacher and Personal Choice," four essays provide teachers with an opportunity to reflect and renew their commitment to teaching as a vocation. (JD)

ED 277 709 SP 028 533

Putnam, Joyce; And Others
The Staff Development Model of the Teacher Explanation Project. Occasional Paper No. 108.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 36p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Communication Skills; Elementary Education; *Instructional Development; Reading Instruction; *Staff Development; Teacher Behavior; *Teacher Improvement

Since 1981 the Teacher Explanation Project has conducted a series of studies to determine whether teachers who provide explicit explanations about how to use reading skills as strategies to low-group readers will be more effective in developing student awareness of how to be strategic and in improving student reading achievement. Because all the studies required training of one group of teachers, the techniques for intervening with the teachers became a major consideration. This paper traces the historical development of the staff development model, specifies what has been learned about how to train teachers, describes the three-phase staff development model used in the final experimental study, and suggest future staff development directions and problems. It is an aid to other researchers conducting intervention studies designed to develop complex teacher behaviors. (Author)

ED 277 737 TM 870 014

Yonker, Robert J.
High School and Beyond Cognitive Test: Evidence of Criterion-Related Validity and Test-Retest Reliability.
SPONS. AGENCY- Bowling Green State Univ., Ohio.
PUB DATE- Oct 86
NOTE- 17p.; This research was supported by a grant from the Faculty Research Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Tests; College Entrance Examinations; *Concurrent Validity; Correlation; High Schools; *Longitudinal Studies; Standardized Tests; *Test Reliability; *Test Validity
IDENTIFIERS- American College Testing Program; *High School and Beyond (NCES); Scholastic Aptitude Test

The High School and Beyond study is a national large-scale longitudinal survey of a representative sample of approximately 58,000 high school students. Information was collected at various stages from 1980-1986, on over 1,500 variables including achievement in six different areas measured by a 126-item cognitive test. Previous analyses of the psychometric properties of the cognitive test indicated minimal evidence of validity and acceptable internal consistency reliability. The purpose of this study was to collect additional evidence of the validity and reliability of the results of the cognitive test. Two year test-retest reliability coefficients were of a high magnitude with the exception of the civics subtest. Criterion-related validity evidence was investigated by correlating sophomore and senior year cognitive test results with senior year self-reported grades, class standing, and American College Testing Program/Scholastic Aptitude Test (ACT/SAT) standardized test scores. With the exception of the civics subtest, sophomore and senior year subtest scores correlated highly with senior year ACT/SAT standardized test scores and moderately well with senior year self-reported grades and class standing. (Author/JAZ)

ED 277 763 TM 870 042

Performance by School District Categories and Individual School Districts, Grade 5. Preliminary Report. Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin.

PUB DATE- Jul 86
NOTE- 58p.; For related documents, see TM 870 040-045.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Criterion Referenced Tests; *Grade 5; Intermediate Grades; *Mathematics Achievement; *Minimum Competency Testing; *Reading Achievement; School Districts; School Statistics; State Programs; Student Characteristics; Student Mobility; Testing Programs; *Test Results; *Writing Evaluation
IDENTIFIERS- Metropolitan Achievement Tests; *Texas Educational Assessment of Minimum Skills

This report presents the performance for school district categories and for individual school districts on the fifth grade Texas Educational Assessment of Minimum Skills (TEAMS) test. The Grade 5 criterion-referenced test contained three sections: mathematics, reading, and writing. Testing was conducted during February 1986. This report is in two sections. Section I contains performance information grouped by categories within 17 characteristics of school districts, such as size and wealth. Section II contains student performance for each school district in the state. Districts are arranged in alphabetical order. Student performance results are presented as the percentages of students in each reporting group (district and category of districts) who passed each section of the test and those who passed all tests taken. In addition, predicted national percentile ranks are displayed along with the numbers of students requiring remediation for each district and district group. The predicted national percentiles were constructed in a 1985 pilot study which compared the performance of Texas fifth graders on the TEAMS tests with the performance of students in other parts of the nation on the Metropolitan Achievement Test, Sixth Edition. (JAZ)

ED 277 661 SP 028 365

Saunders, Robert L.
Efforts to Reform the Education of Teachers: Implications for Colleges of Arts and Science and Colleges of Education.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *Educational Trends; Higher Education; *Institutional Cooperation; *Liberal Arts; Preservice Teacher Education; Program Effectiveness; Program Length; *Teacher Education Programs
IDENTIFIERS- Nation at Risk (A); Nation Prepared (A)

A brief analysis of the reform movement in teacher education is presented, focusing upon the reports of the Carnegie Forum and the Holmes Group. Comparisons are made between the recommendations of the two reports, and it is pointed out that they are similar in terms of goals and directions, differing more in form than substance. Specific recommendations made in the reports are cited, with particular reference to their implications for colleges of arts and sciences, and the proposed liaison between these colleges and schools of education. This cooperation is seen as essential in light of the fact that there is virtually no way that teacher education programs can produce competent teachers without strong contributions from the colleges and departments of arts and sciences. The role of the arts and science colleges in teacher education is discussed within the framework of four major components of teacher preparation: general education/liberal studies; undergirding disciplines/pre-professional studies; academic specialization(s); and professional studies. Suggestions are made on facilitating the cooperation of schools of education and colleges of arts and sciences in the preparation of teachers. (JD)

ED 277 695 SP 028 481

Berg, Marlowe; Nagel, Thomas
The Cajon Valley Union School District/San Diego State University Model Education Center (MEC).

PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Education; Elementary School Teachers; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Research Utilization; School Effectiveness; Staff Development; *Student Teachers; *Team Teaching

The Cajon Valley/San Diego State University Model Education Center (MEC) focuses on the training of elementary school teachers, teacher inservice, and collaborative leadership. It provides an exemplary training site for preparing elementary school teachers, and uses staff development to create a school environment/climate which will produce increased student learning within the school. The school is run by a Coordinating Team consisting of the principal and two university teacher educators. Teachers are organized into teaching teams and much effort has been devoted to providing inservice training to meet teacher needs for building effective teams. The basic focus for school improvement at the MEC is to utilize the factors identified in the research literature on school effectiveness. All university coursework is conducted on-site at the MEC, and student teachers have the opportunity to participate in staff development with teachers. Every teacher is a master teacher and works with student teachers through a three semester program. A masters degree program is conducted on-site and is available for any interested teacher. A Residency Program is designed to provide a support system for teachers in new assignments. Appended to this report are evaluation data on the program and an outline of the MEC three year plan. (JD)

ED 277 723 TM 860 735

Chang, Weining C.

An Experimental Study of Self-Concept and Cognitive Style as Indicators of Psychological Differentiation.

PUB DATE- Aug 84
NOTE- 29p.; Paper presented at the International Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; *Body Image; Cognitive Style; Correlation; Cultural Influences; Early Childhood Education; Ethnic Status; *Field Dependence Independence; *Individual Psychology; Racial Differences; *Self Concept; Self Concept Measures; Self Esteem; Sex Differences; *Socialization; Training Methods
IDENTIFIERS- Body Barrier Score; Embedded Figures Test Preschool; Holtzman Inkblot Technique; Houston Independent School District TX

The relationships among psychological differentiation, cognitive style, and body concept were investigated in 94 five- and six-year olds from the Houston, Texas Independent School District. The sample included males and females, and Blacks, Whites, and Mexican Americans. The Embedded Figure Test Preschool (EFT) was administered to determine field dependent or field independent cognitive style. About half of the Holtzman's Inkblot Test was used to obtain a Body Barrier Score (Br), indicating sense of a separate identity. From the Br scores indicating a low sense of identity, 26 subjects were selected for participation in an experiment. The experimental group received a socialization experience enhancing self-recognition of body characteristics, self-acceptance, and sense of self as a separate and independent entity. The training, continuing for two months, included four activities: (1) Hi, this is me!; (2) Look what I can do!; (3) I can wait!; and (4) How do I feel? Control group subjects received attention but no training. Posttests were repeated. Results indicated a correlation between EFT and Br scores; ethnic differences; and a gender and ethnic interaction. The training program appeared to enhance the sense of separate identity but did not affect cognitive style. (GDC)

ED 277 809 UD 025 303

Milazzo, Patricia
Statement Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education, House of Representatives (Los Angeles, California).
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
PUB DATE- 25 Nov 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Involvement; *Dropout Prevention; *English (Second Language); High Schools; Hispanic Americans; *Limited English Speaking; *Minority Group Children; Nontraditional Education; Parent Participation; Relevance (Education); School Holding Power
IDENTIFIERS- *California; Continuation High Schools

Demographic trends show that non-anglo and limited English proficient (LEP) populations are increasing dramatically in public schools. They already make up the majority of the student body in California's largest urban school districts. They are also disproportionately susceptible to dropping out. This Congressional testimony presents approaches that can improve schooling for students from diversified language and cultural backgrounds. The following approaches for dropout prevention, whose success is demonstrated through experience or research, are discussed: (1) small-scale curriculum development efforts and curriculum materials, especially for teaching LEP students; (2) innovative teacher and administrator recruitment, training, and credential programs; (3) high school programs with a direct link to the economy and employment; (4) alternative post-elementary academic programs; (5) innovative continuation high school programs; and (6) special involvement programs for parents and communities to decrease absenteeism and improve performance. In order to help schools implement these approaches, a standard definition of dropouts and standard procedures for calculating and reporting dropout statistics must be instituted. In addition, documentation of successfully operating dropout programs must provide the type of information school districts need to replicate those successes, parent and community involvement must be strengthened, and resources must be found that better align English instruction and materials to LEP students' proficiencies. (PS)

ED 277 614 SO 017 750

Pease, Arthur
Social Studies Curriculum: Grade Six.
Lebanon School Administrative Unit 23, NH.
PUB DATE- 86
NOTE- 10p.; For related documents, see SO 017 745-749.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Ancient History; Behavioral Objectives; *Elementary School Curriculum; *Grade 6; Intermediate Grades; Lesson Plans; Medieval History; Resource Units; *Social Studies; World History

This document outlines the content of the grade 6 social studies curriculum of the Lebanon School District, Lebanon, New Hampshire. The program is essentially a chronological review of western civilization, which includes pre-historic man, early civilization, classical civilizations of Greece and Rome, Medieval period, and the Age of Expansion. Skills to be acquired are listed as behavioral objectives. A resource list of social studies materials includes teaching guides, books, maps, games, filmstrips, study prints, and activity cards. (SY)

ED 277 779 UD 025 262

Reading Support Assistant Handbook, 1986-87. ECIA Chapter I.
Orange County Public Schools, Orlando, Fla.
PUB DATE- Sep 86
NOTE- 54p.; For other handbooks in this series, see UD 025 260-265.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Compensatory Education; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Education; Eligibility; Learning Modules; *Program Implementation; *Reading Improvement; *Remedial Programs; *Remedial Reading; Transitional Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Orange County Public Schools FL

The handbook contains documents that the reading support assistant will need to implement the Orange County, Florida public schools Chapter 1 program. Included are the following: (1) lists of Chapter 1 schools, staff, and staff assignments; (2) job description of reading support assistant; (3) duties clarification; (4) fact sheet about Chapter 1; (5) parent letter; (6) documentation records; (7) student release, coordination, transfer, and roster forms; (8) expenditure and requisition forms; (9) checklists; (10) reports; (11) testing guidelines; (12) reading and math coordination forms; and (13) testing record. (PS)

ED 277 615 SO 017 752

Lefever, Ernest W., Ed.; Hunt, E. Stephen, Ed.
The Apocalyptic Premise: Nuclear Arms Debated.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-063-X
PUB DATE- 82
NOTE- 412p.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 15th Street, NW, Washington, DC 20005 ($14.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Church Responsibility; Debate; *Disarmament; *International Relations; *National Defense; *National Security; *Nuclear Warfare; Peace; Policy Formation; *Position Papers; Treaties; World Problems
IDENTIFIERS- North Atlantic Treaty Organization; United States; USSR; Warsaw Pact

This document contains 31 position papers that reflect a wide range of views on nuclear arms policy held by political leaders, religious authorities, scholars, policy experts, journalists, and political activists. Since no judgments are made, the reader is left to decide which arguments are most compelling. Each position paper is arranged into one of five sections: "Arms Control Issues," "The Peace Movement," "The Apocalyptic Premise," "The Churches and Nuclear Arms," and "Official Views." Each essay is preceded by a brief introduction, pointing out main themes and relating both complementary and opposing contributors to one another. Also included is a chart showing the comparative strengths of NATO and Warsaw Pact forces in Europe, a five-part bibliography corresponding to the five divisions of the text, and an index of names. (APG)

ED 277 631 SO 017 828

Lefever, Ernest W., Ed.
Morality and Foreign Policy. A Symposium on President Carter's Stance.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-005-2
PUB DATE- 77
NOTE- 81p.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Books (010)
DESCRIPTORS- *Civil Liberties; Civil Rights; *Democracy; *Ethics; *Foreign Policy; Global Approach; Higher Education; Humanism; International Law; *International Relations; *Moral Values
IDENTIFIERS- *Carter Administration

This monograph contains a critical examination of President Carter's view on ethics and foreign policy as expressed in his commencement speech at Notre Dame University on May 2[illegible], 1977. The book is organized into three parts. Part 1 contains Mr. Carter's speech entitled, "Power for Humane Purposes." Part 2 contains nine responses to the speech: "Reflecting the Eastern Establishment" (Robert L. Bartley); "Confusing Domestic and Foreign Policy" (Ronald Berman); "Selective Invocation of Universal Values" (Jeane Kirkpatrick); "The Valor of Ignorance" (Charles Burton Marshall); "Totalitarianism--the Central Challenge" (Daniel Patrick Moynihan); "The March of Defeat" (Michael Novak); "A Lack of Ideological Roots" (John P. Roche); "Ignoring Soviet Realities" (Eugene V. Rostow); and "Ideals, Maxims, and Deeds" (Roger L. Shinn). Part 3 contains three essays which are not direct comments on the speech but address issues in the debate on ethics and foreign policy: "Morality and Power" (Henry A. Kissinger); "Morality, Liberalism, and Foreign Policy" (Irving Kristol); and "Limits of the Human Rights Standard" (Ernest W. Lefever). The document also contains a selected bibliography. (KL)

ED 277 679 SP 028 443

Marshall, John D.; And Others
The Brackenridge Internship in Teaching Program: Acknowledging Research as a Component of Teacher Education Reform.
PUB DATE- Jan 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; Demonstration Programs; Higher Education; High Schools; *High School Students; *Internship Programs; Leadership Training; *Preservice Teacher Education; Teacher Education Programs; *Teacher Recruitment
IDENTIFIERS- Brackenridge Internship in Teaching Program; *Trinity University TX

The Brackenridge Internship in Teaching program, a new, 6-year model program for recruiting, training, and retaining high-ability high school students as elementary and secondary school teachers, has recently entered its third year of operation in San Antonio, Texas. Based upon extensive data collected in an ongoing fashion since the program's inception by a team of independent researchers, this paper reports broad results of the program's three overlapping stages: (1) acclimation--recognition of the scholars as a group from which much is expected and providing mentorship and leadership for them; (2) early specialization and introduction into teaching; and (3) development of a sense of professionalism. In addition, this paper discusses the program's unique and important formative evaluation component. (Author/JD)

Wilkinson, L. David; Matter, M. Kevin
Special Education Students: To Be (Tested) or Not To Be (Tested)? That's a Good Question.
Austin Independent School District, Tex.
REPORT NO.- AISD-RR-85.38
PUB DATE- Apr 86
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Basic Skills; *Board of Education Policy; Educational Testing; Elementary Secondary Education; Mainstreaming; Minimum Competencies; School Districts; *Scores; *Special Education; *Standardized Tests; *Testing Programs; Test Norms; Test Validity
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Sequential Tests of Educational Progress

This paper outlines how the Austin Independent School District (Texas) tried to deal with the following questions: (1) Should special education students be included in the administration of standardized tests?; (2) Should their scores be included or excluded in the reporting of test results?; and (3) What are the evidences that test scores reflect schools' "true" achievement level? Previously, the inclusion or the exemption of the special education students was determined by hours of service criterion. In the early 1980s, based on a comprehensive decision-making process and computerized record keeping system, this responsibility was transferred to each student's Admission, Review and Dismissal (ARD) Committee. The guidelines used by this committee are attached. As regards the inclusion of the test scores, all valid scores are reported. However, the scores of special education students who were tested even though exempted by their ARD Committees, or who took the test for experience only, are not reported. Concerning the scores representing "true" achievement, test scores obtained by procedures which are part of the norming procedure are not treated as valid. Besides the student exemptions policies, copies of participation forms for levels K-8 and 9-12, automatic decisions programmed into the computer for various grade levels, special testing procedures, and a letter to the itinerant teachers for the visually handicapped are attached. (JAZ)

ED 277 738 TM 870 015

Yoong, Suan

Guba as a Vanguard of Naturalistic Inquiry: A Harbinger of the Future?

PUB DATE- Oct 86
NOTE- 25p.; Paper presented at the Bergamo Conference on Curriculum Theory and Classroom Practice (8th, Dayton, OH, October 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Educational Researchers; Evaluation Methods; *Inquiry; *Models; *Naturalistic Observation; Program Evaluation; Qualitative Research; *Research Methodology; Research Problems
IDENTIFIERS- *Guba (Egon); *Lincoln (Yvonna S); Positivism

Egon G. Guba and Yvonna S. Lincoln were among the first to develop a set of extensive criteria for establishing naturalistic inquiry as a disciplined research methodology. The naturalistic paradigm--also called post-positivist, ethnographic, phenomenological, and qualitative--has gained acceptance as a legitimate alternative to the previously dominant positivist paradigm--also called empirical, analytical, scientific, rationalist, experimental, and quantitative. Guba's involvement in program evaluation and interest in an evaluation's stakeholders is related to his work in naturalistic inquiry. Naturalistic inquiry supports multiple concurrently existing realities, researcher involvement, and consideration of contextual factors. Guba developed four criteria for judging the rigor of naturalistic research: credibility; transferability; dependability or reliability; and confirmability or objectivity. Lincoln and Guba subsequently developed the criteria of authenticity: (1) fairness; (2) ontological authentication or improved experience; (3) educative authentication, or increased understanding; (4) catalytic authentication--the facilitation and simulation of action; and (5) tactical authentication, the ability to act toward change. There is evidence that there is a shift toward use of the naturalistic paradigm in the future. A 35-item reference list concludes the document. (GDC)

ED 277 751 TM 870 030

Reading, Grade 7. TEAMS Instructional Strategies Guide.
Texas Education Agency, Austin.
PUB DATE- Aug 86
NOTE- 66p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Educational Assessment; *Grade 7; Inferences; Instructional Development; Junior High Schools; Learning Activities; *Minimum Competency Testing; *Reading Instruction; Reading Skills; *Reading Strategies; *Reading Tests; State Programs; Teaching Guides; Testing Programs; Test Items
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS reading objectives for grade 7. It provides detailed description of the test items used to measure each reading objective. The ten objectives are subsumed under five skill areas: (1) main idea; (2) word meaning (contextual analysis); (3) detail (specifics, sequence); (4) inference (drawing conclusions, fact and opinion, cause and effect); and (5) reference usage (identifying references, using graphic aids, identifying parts of a book). The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis of the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 764 TM 870 043

Performance by School District Categories and Individual School Districts, Grade 7. Preliminary Report. Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin.

PUB DATE- Jul 86
NOTE- 58p.; For related documents, see TM 870 040-045.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Criterion Referenced Tests; *Grade 7; Junior High Schools; *Mathematics Achievement; *Minimum Competency Testing; *Reading Achievement; School Districts; School Statistics; State Programs; Student Characteristics; Student Mobility; Testing Programs; *Test Results; *Writing Evaluation
IDENTIFIERS- Metropolitan Achievement Tests; *Texas Educational Assessment of Minimum Skills

This report presents the performance for school district categories and for individual school districts on the seventh grade Texas Educational Assessment of Minimum Skills (TEAMS) test. The Grade 7 criterion-referenced test contained three sections: mathematics, reading, and writing. Testing was conducted during February 1986. This report is in two sections. Section I contains performance information grouped by categories within 17 characteristics of school districts, such as size and wealth. Section II contains student performance for each school district in the state. Districts are arranged in alphabetical order. Student performance results are presented as the percentages of students in each reporting group (district and category of districts) who passed each section of the test and those who passed all tests taken. In addition, predicted national percentile ranks are displayed along with the numbers of students requiring remediation for each district and district group. The predicted national percentiles were constructed in a 1985 pilot study which compared the performance of Texas seventh graders on the TEAMS tests with the performance of students in other parts of the nation on the Metropolitan Achievement Test, Sixth Edition. (JAZ)

ED 277 795 UD 025 280

Erickson, Anne; And Others
Shattered Lives: A Portrait of New York's Children.
Statewide Youth Advocacy, Rochester, NY.

PUB DATE- Jan 86
NOTE- 86p.; For statistical supplement, see UD 025 281. Photographs may not reproduce clearly.
AVAILABLE FROM- Statewide Youth Advocacy, Inc., P.O. Box 10631, Rochester, NY 14610 ($6.00 single copy; orders of 25 or more $4.50; orders of 100 or more $4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; Children; *Child Welfare; *Disadvantaged Youth; Elementary Secondary Education; Family Problems; Health; High Risk Students; Juvenile Courts; *Poverty; Preschool Education; *Youth Problems
IDENTIFIERS- *New York

A profile of child welfare in the State of New York is presented in this booklet, which includes many documentary photographs and statistics drawn from a variety of sources. General facts about population size and income levels are provided, as well as data on children's health care, hunger, and nutrition; juvenile justice; children alone and at risk; and homelessness. Two statewide organizations for child welfare, the Children's Collaborative and Statewide Youth Advocacy, Inc., are also briefly discussed. One in four New Yorkers is under 18, and 26 percent of them are classified as poor. One of every two Black and one of every three Hispanic children are poor, but 43 percent of New York's poor children are White. Statistically, poor children are more likely to come from broken families, and more likely to receive inadequate education and health and child service. One out of every three New York State students fails to complete high school, and New York schools are among the most racially segregated in the nation. This bleak picture is growing worse, and yet assistance programs remain inadequate for meeting the needs of the State's children. Information on membership in the Children's Collaborative is supplied and readers are urged to join and to become active advocates for children in need. (KH)

ED 277 646 SO 017 894

Stewart, C. C.; Crummey, Donald
Religions in Africa: A Teaching Manual. African Outreach Series, No. 4.
Illinois Univ., Urbana. African Studies Program.
PUB DATE- 84
NOTE- 88p.; For other documents in this series, see SO 017 842 and SO 017 892-895.
AVAILABLE FROM- Center for African Studies, University of Illinois, 1208 West California, Room 101, Urbana, IL 61801 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; African History; Cultural Education; Foreign Countries; Postsecondary Education; *Religion; *Religious Cultural Groups; *Religious Differences; Resource Materials; Secondary Education; Units of Study
IDENTIFIERS- *Africa

The wide variety of religious practices in Africa can be bewildering to outsiders. Although most of the world's religions have been introduced to Africa, this handbook focuses upon three categories of religious belief: traditional African religions, Christianity, and Islam. The book is arranged in three parts. Part 1, "Background Information," provides an overview of the major religious systems in Africa and how they have functioned and changed. The Africanization of Christianity and Islam is discussed and examples of African conflicts where religion has been a factor are provided. Part 2, "Activities," gives examples of activities which draw upon the information presented. Included are activities involving religious ceremonies, festivals, African calendars, art, religious architecture, and ideas for discussions and research projects. Part 3, "Supplemental Materials," exemplifies and expands upon the points made in Part 1 and provides resources for activities. African calendars, drawings of religious symbols and architecture, biographical sketches of major African religious leaders, a glossary, maps of Africa, and a resource bibliography are provided. (APG)

Hawley, Willis D.

Notes on the Redesign of Teacher Education. Teachers for the Future: What Do We Want?

PUB DATE- Nov 86
NOTE- 13p.; Notes prepared for the Southeast Regional Forum of the Education Commission of the States (Tampa, FL, November 15-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Higher Education; *Preservice Teacher Education; *Program Design; *Program Effectiveness; Teacher Characteristics; Teacher Education Curriculum; *Teacher Education Programs; Teacher Effectiveness

These notes offer an overview of the elements that must be considered in designing an effective teacher education program. Each of the following is discussed: (1) the characteristics of an effective career teacher; (2) professional knowledge capabilities and skills often identified as topics that should be included in the teacher education curriculum; (3) research support (or lack of it) for some commonly heard assertions relating to teacher education; (4) four alternative base models for a teacher education program; (5) generally accepted propositions relating to the development of effective teacher education programs; 6) relative strengths of the alternative models of a teacher education program (table); (7) evaluating the strengths and weaknesses of alternative programs; and (8) obstacles to the reform of teacher education. (JD)

ED 277 696 SP 028 482

Ham, Maryellen C.; Oja, Sharon Nodie
A Collaborative Approach to Leadership in Supervision.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 14 Feb 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Administrator Role; *Cooperating Teachers; Developmental Stages; Elementary Secondary Education; *Supervisory Training; Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *University of New Hampshire

This project demonstrates a collaborative process designed to address the continuing preparation of principals who have primary responsibility for supervising and evaluating teachers, and the preparation of cooperating teachers as more effective supervisors of student teachers. The project focuses on one major question: What is the role of collaborative action research in providing public school principals and teachers with support and challenge for both individual and organizational development and improved supervisory practice? The project includes three phases over a 3-year period: (1) five elementary and two middle school principals participated in a Collaborative Leadership Group (along with project staff members, they facilitated the formation of Collaborative Teacher Supervision Groups); (2) both principals and teachers are applying cognitive-developmental theory to current supervisory practices; and (3) the Principal Leadership Group and the Teacher Supervision Groups will match supervisee developmental stages with appropriate models of supervision and will disseminate their findings. The long-range value of this inquiry is three-fold: (1) to generate implications and further questions for the design and implementation of more effective supervision strategies; (2) to enhance teacher effectiveness and student learning through improved supervisory practices; and (3) to contribute to the development of a theoretical base for the practice of instructional supervision. (JD)

ED 277 724 TM 860 739

Shafer, Robert E.
State Competency Testing for Teachers: Problems with Testing Grammar,
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Grammar; Higher Education; *Language Tests; Language Usage; *Licensing Examinations (Professions); Secondary School Teachers; State Programs; State Standards; *Teacher Certification; Test Bias; *Testing Problems; Testing Programs; Test Items; *Test Validity; Writing Evaluation

IDENTIFIERS- Arizona; *Arizona Teacher Proficiency Examination

In Arizona, beginning teachers applying for certification must take the Arizona Teacher Proficiency Examination which tests professional knowledge, reading, mathematics, and grammar. The high failure rate on the grammar test has caused a great deal of concern; 40 percent of the examinees, and a higher percentage of minority groups, failed it in 1984. Interviews with examinees who had taken the grammar test indicated they recalled questions which concerned writing conventions, grammatical structure, writing, and editing. Major concerns about test validity were expressed by an experienced journalist who felt that the concepts tested were controversial. In addition, the accepted definition of grammar varies from expert to expert, as does the value of teaching traditional grammar for writing instruction. A number of opinions defining appropriate English usage, grammatical etiquette, or standard classroom English are held by the public, educators, state legislators, and test developers. It is recommended that these persons understand that the English language, and therefore the definition of appropriate grammar, is constantly changing. (GDC)

ED 277 780 UD 025 263

Math Tutor Handbook, 1986-1987. ECIA Chapter I.
Orange County Public Schools, Orlando, Fla.
PUB DATE- Sep 86
NOTE- 30p.; For other handbooks in this series, see UD 025 260-265.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Compensatory Education; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Education; Learning Modules; *Mathematics Skills; *Program Implementation; *Remedial Mathematics; *Remedial Programs; Transitional Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Orange County Public Schools FL

The handbook contains guidelines, forms, information, worksheets, charts, and records that the math tutor needs to implement the Orange County, Florida, public schools Chapter 1 program. Included are the following: (1) lists of Chapter 1 schools, district staff, and staff assignments; (2) documentation records; (3) math tutor job description; (4) non-instructional duties clarification; (5) guidelines for serving pupils; (6) Chapter 1 fact sheet; (7) parent letter; (8) tutor plan sheet; (9) observation checklists; (10) tutor program schedule; (11) math behavioral checklist and coordination form. (PS)

ED 277 810 UD 025 334

Shulman, Rhona
An Evaluation of Discipline and Vandalism in Scarborough Schools. Internal Evaluation Report No. 4.
Scarborough Board of Education (Ontario).
PUB DATE- Jun 82
NOTE- 183p.; Some data tables contain small print. Questionnaires are printed on colored paper.
AVAILABLE FROM- The Research Centre, Scarborough Board of Education, Level 2, 140 Borough Drive, Scarborough, Ontario, Canada, M1P 4N6 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discipline; *Discipline Policy; Elementary Secondary Education; Foreign Countries; *Self Control; *Teacher Attitudes; *Teaching Methods; *Vandalism
IDENTIFIERS- *Ontario (Scarborough)

An evaluation of discipline and vandalism in Scarborough, Ontario, Schools was conducted. Its objectives were: (1) to determine the level of self-discipline among students as perceived by parents, teachers, caretakers, office staff, and the students themselves; (2) to compare the responses and expectations of these groups for various grades and types of schools; (3) to provide teachers with a list of useful sources of information regarding student self-discipline; (4) to provide for teachers a list of successful methods of teaching and fostering self-discipline and preventing vandalism by students; and (5) to make appropriate recommendations. The study focused on students in Grades 3, 6, 8, 10, and 12. The data collection method involved the distribution and collection of questionnaires to and from members of all five groups surveyed. In general, findings indicated that student behavior was rated favorably by parents, teachers, caretakers, and office staff. There was, however, a gradual decrease in ratings from Grades 3 to 10, with an upward trend for Grade 12. Teachers stated that their most useful sources of information on the development of student self-discipline were discussions with educators and personal experience. Informal class discussions were regarded generally as the most favorable technique to teach and foster self-discipline. In addition, the most successful methods cited for preventing vandalism were stating the rules clearly and providing for informal class discussions. The report contains numerous statistical tables and includes the following six appendices: (1) a complete set of questionnaires; (2) the principals' survey; (3) a list of books, authors and other sources of knowledge related to self-discipline submitted by teachers; (4) a list of methods suggested by teachers to encourage self-discipline; (5) a list of additional methods suggested by teachers to prevent vandalism; (6) written responses to the discipline and vandalism questionnaire. (KH)

ED 277 680 SP 028 445

Larrabee, Jean G.
Teaching Swimming Effectively.
REPORT NO.- ISBN-0-87322-080-3
PUB DATE- 87
NOTE- 97p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($14.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Athletic Coaches; Elementary Secondary Education; *Physical Education; Program Development; *Skill Development; *Swimming; *Teacher Effectiveness; *Training Methods

A step-by-step sequential plan is offered for developing a successful competitive swimming season, including how to teach swimming strokes and organize practices. Various strokes are analyzed, and coaching check points are offered along with practice drills, helpful hints on proper body positioning, arm strokes, kicking patterns, breathing sequences, and turning techniques. Each chapter includes a section called "Evaluating Your Progress," which reinforces the key elements in that chapter. The book also contains an extensive planning guide with practice and season plans, training programs, exercises, and motivational tips, as well as advice on coaching at meets. Appendices provide answer pages for the "Evaluating Your Process" sections as well as an evaluation of coaching swimming. A glossary and list of resources are also included. (JD)

ED 277 632 SO 017 833

Kern, Evan J., Ed.
Art Education, Aesthetics, and Art Criticism. Collected Papers, Pennsylvania's Symposium (Carlisle, Pennsylvania, May 6-7, 1986).
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Arts and Sciences.
PUB DATE- May 86
NOTE- 217p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Education; Aesthetic Values; *Art Activities; Art Appreciation; *Art Education; Course Content; Creative Expression; Critical Thinking; Elementary Secondary Education; Higher Education; *Program Improvement

Eighteen scholars, representing classroom teachers, museum educators, and higher education faculty were invited to prepare papers on the topic of aesthetics and art criticism in the classroom. The papers included are: "Signs Visual and Verbal" (Mary Wiseman); "Role-playing the Aesthetician in Art Education" (Robert Russell); "Is Teaching Aesthetics a Reasonable Goal for K-12 Art Instruction?" (Mary Erickson); "Aesthetics and Art Criticism in the Schools: Some Ridiculous Realities and Some Sublime Prospects" (Brent Wilson); "Criticism as Poetry: The Function of Metaphor and Writing about Art" (Marjorie Wilson); "Questions of Aesthetics" (Evan Kern); "Why Criticism?" (Ron Mitra); "Beyond Culture: The Search for Aesthetic Principles" (Eldon Katter); "Aesthetics and Criticism as Primary Elements of Art Education: Needed Adjustments in Program Vision" (Clyde McGeary); "An Awareness: Other Factors to Consider" (Joseph B. DeAngelis); "Expanding the 'Discover Art' Series toward the DBAE Concept" (Al Hurwitz); "How Do Pictures Mean? A (Continuing) Exploration of the Response of Novice Viewers to Visual/Aesthetic Content" (Barbara Fredette); "Developmental Stages of Children's Concepts of Art and Educational Implications," (Mary F.Burkett); "Toward Effective Improvements in Aesthetic Education and Criticism Within Schools: Assessing and Promoting the Need" (Denise Bender); "Development of an Academic Model for an Interdisciplinary Art Course on the College Level" (Linda Ross); "Thoughts on Teaching Aesthetics and Art Criticism to School Children in an Art Museum" (Bay Judson); "Museum Teaching as a Learning Laboratory" (Diane Brigham); and "Schools and Museums: Teaching Art with Art" (Julianne Agar). The introduction features a summary of each paper. (APG)

ED 277 739 TM 870 016

Wildstein, Arlene B.; And Others
Locus of Control, and Expectational Set, on Two Aptitude Measures.
PUB DATE- Aug 82
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Aptitude; Achievement Tests; Analysis of Variance; *Aptitude Tests; Failure; *Feedback; Grade 5; Intermediate Grades; *Locus of Control; *Sex Differences; Spatial Ability; Standardized Tests; Success; Verbal Ability
IDENTIFIERS- Atlanta Public Schools GA; California Achievement Tests; Nowicki Strickland Locus of Control Scale; Raven Test of Logical Operations

The purpose of this study was to investigate whether there are differences between males and females on locus of control, if experimental instructions differentially affect the performance of internals as opposed to externals, and if locus of control differentially influences performance on distinct types of aptitude tests. The Children's Nowicki-Strickland instrument was given to 144 children to determine their scores on locus of control. Following completion of the scale, subjects were divided into one of three performance feedback conditions: success, failure, and no feedback. Results indicated that internals scored significantly higher on verbal problem solving measures than did externals. There was a connection between locus of control and performance on a verbal inductive reasoning component of an aptitude test battery, but not on a spatial inductive reasoning test. No sex differences were reported, and feedback condition did not interact with locus of control. (Author/JAZ)

Reading, Grade 9. TEAMS Instructional Strategies Guide.
Texas Education Agency, Austin.

PUB DATE- Aug 86
NOTE- 80p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; *Grade 9; High Schools; Inferences; Instructional Development; Learning Activities; *Minimum Competency Testing; *Reading Instruction; Reading Skills; *Reading Strategies; *Reading Tests; State Programs; Teaching Guides; Testing Programs; Test Items
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS reading objectives for grade 9. It provides detailed description of the test items used to measure each reading objective. The eleven objectives are subsumed under five skills: (1) main idea; (2) word meaning (vocabulary recognition); (3) detail (specific, sequence); (4) inference (drawing conclusions, facts and opinion, cause and effect, generalization from detail, author's point of view); and (5) reference usage (identifying reference sources, using graphic aids). The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

Performance by School District Categories and Individual School Districts, Grade 9. Preliminary Report. Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin.

PUB DATE- Jul 86
NOTE- 54p.; For related documents, see TM 870 040-045.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Criterion Referenced Tests; *Grade 9; High Schools; *Mathematics Achievement; *Minimum Competency Testing; *Reading Achievement; School Districts; School Statistics; State Programs; Student Characteristics; Student Mobility; Testing Programs; *Test Results; *Writing Evaluation
IDENTIFIERS- Metropolitan Achievement Tests; *Texas Educational Assessment of Minimum Skills

This report presents the performance for school district categories and for individual school districts on the ninth grade Texas Educational Assessment of Minimum Skills (TEAMS) test. The Grade 9 criterion-referenced test contained three sections: mathematics, reading, and writing. Testing was conducted during February 1986. This report is in two sections. Section I contains performance information grouped by categories within 17 characteristics of school districts, such as size and wealth. Section II contains student performance for each school district in the state. Districts are arranged in alphabetical order. Student performance results are presented as the percentages of students in each reporting group (district and category of districts) who passed each section of the test and those who passed all tests taken. In addition, predicted national percentile ranks are displayed along with the numbers of students requiring remediation for each district and district group. The predicted national percentiles were constructed in a 1985 pilot study which compared the performance of Texas ninth graders on the TEAMS tests with the

performance of students in other parts of the nation on the Metropolitan Achievement Test, Sixth Edition. (JAZ)

ED 277 796 UD 025 281

County by County: Basic Data on New York State's Children. A Statistical Supplement to Statewide Youth Advocacy's Shattered Lives: A Portrait of New York's Children.

Statewide Youth Advocacy, Rochester, NY.

PUB DATE- Jan 86

NOTE- 53p.; For the report which this document supplements, see UD 025 280.

AVAILABLE FROM- Statewide Youth Advocacy, Inc., P.O. Box 10631, Rochester, NY 14610 ($2.50).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)

DESCRIPTORS- *Adolescents; *Children; *Child Welfare; Day Care; Disadvantaged Youth; Early Parenthood; Foster Care; High Risk Persons; Poverty; *Welfare Recipients; *Welfare Services

IDENTIFIERS- *New York

This statistical fact book was developed to help New York State communities and child advocates learn how their county compares with others in the following areas: (1) number of children living in poverty; (2) number of children living in poor households; (3) number of families needing, and number receiving, child care subsidies; (4) number of children receiving public assistance; (5) rates of infant mortality, prenatal care, abortions, out-of-wedlock births, and births to mothers aged 10-17; (6) number of abused, neglected and delinquent youth; (7) number of children receiving foster care; and (8) number of dropouts and unemployed youth. The book can be used to create a one-page fact sheet about the state of children and children's issues in any New York State county, and a sample fact sheet with instructions for use is supplied to help counties evaluate their programs and develop action plans to make life better for the State's children. (PS)

ED 277 616 SO 017 758

Freedman, L. T.
The Provision of Economics Education for Adults in the U.K. with Special Reference to the London Area. Research Papers in Economics Education.
London Univ. (England). Inst. of Education.
PUB DATE- Nov 86
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; Adults; Adult Students; *Andragogy; *Economics Education; *Educational Research; *Educational Theories; Foreign Countries; Learning Strategies; Postsecondary Education; Questionnaires; Resource Materials
IDENTIFIERS- *United Kingdom

The nature of adult economics education provided in the United Kingdom is outlined, and a framework within which it might be investigated is suggested. Androgogical learning principles are critically appraised and are compared and contrasted to pedagogical principles. An adult economics course model is developed, against which actual courses may be compared. A conclusion reviews procedures and makes suggestions for improvement. A survey on the extent of adult economics education is reported that pertains to adult education institutes, places of work, prisons, and informal settings. Suggestions are given for improvement in the teaching of economics classes for adults. A list of 80 references is appended. (APG)

ED 277 663 SP 028 383

Grueninger, Bob; Yeagle, Bill
Combating the Dilemma of Aging.
PUB DATE- 21 Mar 86
NOTE- 14p.; Paper presented at the Northwest District Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Vancouver, WA, March 21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging (Individuals); *Dietetics; *Exercise; Life Style; *Older Adults; Social Attitudes

The demographics of the population 65 years and older are described within the context of attitudes toward aging prevalent in society today. A description is presented of the physical signs of aging. The benefits of exercise are discussed as well as the importance of proper nutrition. Suggestions are listed regarding diet and exercise. A bibliography is included. (JD)

ED 277 711 TM 860 555

Jones, Robert F.; Mitchell, Karen
Racial/Ethnic Differences in the Predictive Validity of MCAT Scores.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Black Students; *College Entrance Examinations; Higher Education; Low Achievement; *Medical Education; *Predictive Validity; *Racial Differences; Scores; Test Bias; *Test Validity; White Students
IDENTIFIERS- *Medical College Admission Test

Medical College Admission Test (MCAT) score differences were examined for Black and White examinees who entered American medical schools in 1978 and 1979. The incidence of academic difficulty resulting in delayed graduation, withdrawal, or dismissal was also examined. The MCAT provides six scores: biology, chemistry, physics, science problems, skills analysis (reading), and skills analysis (quantitative). Mean MCAT scores for White students ranged from 8.0 to 8.5; for Blacks 4.8 to 5.6. Of this sample of medical students, 4.7 percent of the Whites and 28.5 percent of the Blacks experienced academic difficulty. Both Black and White students with MCAT scores below 8 had an increasing probability of academic difficulty. The data for Blacks, it was cautioned, were based on small sample sizes at individual score points. It was suggested that other students preadmission variables, such as experience, motivation, and adjustment, may be related to success or failure in medical school. (GDC)

ED 277 781 UD 025 264

Neglected or Delinquent Center Handbook. ECIA Chapter I.
Orange County Public Schools, Orlando, Fla.
PUB DATE- Sep 86
NOTE- 26p.; For other handbooks in this series, see UD 025 260-265.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Child Neglect; Correctional Education; *Delinquency; Educationally Disadvantaged; Elementary Secondary Education; Learning Modules; Program Administration; *Program Implementation; *Remedial Programs; Remedial Reading; Transitional Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Orange County Public Schools FL

The handbook contains guidelines, information and forms to help in teaching and administration at the Orange County, Florida, public schools Chapter 1 neglected or delinquent institutions. Included are the following: (1) information on eligible schools; (2) lists of staff and staff assignments; (3) complaint procedure and forms; (4) teacher duties; (5) tutor job description; (6) guidelines for tutors; (7) documentation records; (8) sign-in sheets; (9) program schedule; (10) student roster maintenance form and directions; (11) reading coordination forms; (12) expenditure and requisition forms; (13) forms request. (PS)

ED 277 647 SO 017 895

Arlabosse, Severine
L'Afrique en Francais (Africa in French). African Outreach Series, No. 6.
Illinois Univ., Urbana. Center for African Studies.
PUB DATE- 86
NOTE- 222p.; Prepared in collaboration with University High School in Urbana. For other documents in this series, see SO 017 842 and SO 017 892-894.
AVAILABLE FROM- Center for African Studies, University of Illinois, 1208 West California, Room 101, Urbana, IL 61801 ($13.00). The videotape accompanying this handbook is available in VHF or Beta form from The University of Illinois Film Center, 1325 S. Oak St., Champaign, IL 61820 ($20 rental; $39.95 purchase).
LANGUAGE- French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Languages; Cultural Education; Foreign Countries; *French; *Instructional Materials; Language Enrichment; *Resource Materials; Secondary Education; *Second Language Instruction; Second Language Learning; *Second Languages; Units of Study; Videotape Recordings
IDENTIFIERS- *French Africa

This handbook on francophone Africa is designed to provide supplemental material for a French class. Its objectives are: (1) to provide the teacher with ready-to-use material as an alternative to a textbook; (2) to present French speaking countries other than France and especially to present francophone African countries from an African viewpoint; (3) to enhance the student's language ability; and (4) to encourage critical thinking. The handbook is divided into two parts. The first part introduces students to francophone Africa through readings, activities, and sample units. The text is written at elementary and intermediate levels of French. A French-English glossary in the margins and a set of comprehensive questions are provided for each chapter. The second part provides support for a 30-minute videotape of interviews with African students. Notes, suggestions, a vocabulary list, and a listening comprehension test are included for each video segment. An 8-page list of resources for the teacher is included. (APG)

ED 277 681 SP 028 447

Sandrin, James V.
Readiness for Individualization of Instruction. An Assessment of Educational Beliefs among Four Groups of Educators.
PUB DATE- Jan 87
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; *Individualized Instruction; Principals; State Surveys; Superintendents; *Teacher Attitudes; *Teacher Educators
IDENTIFIERS- *Missouri

A 30-item questionnaire on attitudes about individualized instruction was administered to 31 high school principals, 42 teacher educators, 28 superintendents, and 39 elementary school principals, in Missouri. Results revealed that there was a fairly favorable overall belief that individualization of instruction holds promise. Most of the groups agreed fairly often on the survey items; in particular, the high rate of agreement among teacher educators and superintendents imply that a preservice program teaching prospective teachers about individualization of instruction may be a goal of both the school districts and the preparation institution and could possibly be easily implemented. This report presents implications for the profession and two appendices: (1) the School Climate Assessment of Learning Environments; and (2) a tabular display and analysis of survey answers. (CB)

ED 277 725 TM 870 001

Bower, JoAnn C.; And Others
Triangulation in the Evaluation of School System Interventions.
PUB DATE- 17 Apr 86
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Assocation (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; *Data Collection; *Disabilities; *Evaluation Methods; Evaluation Utilization; Identification; Intervention; Interviews; Naturalistic Observation; *Preschool Children; Preschool Education; *Program Evaluation; Qualitative Research; Questionnaires; *Special Programs; State Programs; Statistical Analysis
IDENTIFIERS- Early Childhood Environment Rating Scale; Education of All Exceptional Children Act LA; *Handicapped Childrens Early Education Program; Louisiana

The purpose of this report was to explore one way in which quantitative and qualitative paradigms in program evaluation can be employed to reinforce each other. An evaluation was conducted of a large number of special education programs for preschoolers with handicaps in Louisiana. Since 1978, Louisiana has funded programs in 65 public school systems and 24 specialized day school programs serving over 5,000 children. Early identification and intervention is encouraged, as well as a network to disseminate information to teachers and parents. Programs were provided at a school or center, in the home, or both. The evaluation studied the quality and efficiency of Louisiana's programs funded by the Education of the Handicapped Act, focusing on educational models, success factors, program outcomes, and policy considerations. Four phases were used: (1) prefatory naturalistic study, designed to provide the foundation for a design matrix, one axis of which identified the data to be collected and the second of which identified probable data sources; (2) first wave case studies--questionnaire and interview development; (3) second wave case studies--pretesting of instruments and qualitative data collection; and (4) third wave case studies--use of instruments, interviews, and observations at 55 sites. The Early Childhood Environment Rating Scale was used for the observations. Although analyses of the data were not yet completed, it was concluded that client participation was very valuable and increased evaluation use. A two-page reference list concludes the document. (GDC)

ED 277 617 SO 017 760

Janda, Kenneth
Using Computerized Outlines in Teaching American Government.

PUB DATE- 86
NOTE- 8p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986). Appended material contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; *Computer Uses in Education; Higher Education; Instructional Effectiveness; *Large Group Instruction; Lecture Method; Menu Driven Software; *Outlining (Discourse); Teaching Styles; *United States Government (Course)

Because writing an outline on the chalk board wastes time and space, a computer program, a videoprojector, and a standard motion picture screen were used to outline a lecture to a large history class. PC-Outline is an outline program for IBM-compatible microcomputers which aids in processing outlines by inserting Roman numerals, letters, and Arabic numbers automatically. A special advantage is the program's ability to hide and then show lettered headings under a Roman numeral, with a single keystroke. PC-Outline features MacIntosh-like pull-down menus, and a nearly full-featured word processing program for editing and printing the outline. Six figures demonstrate different screens used during the lecture and the capabilities of the software. A photocopy of an article on PC-Outline from a computer journal is appended. (APG)

ED 277 664 SP 028 389

Connelly, F. Michael; Clandinin, D. Jean

On Narrative Method, Biography and Narrative Unities in the Study of Teaching.

Calgary Univ. (Alberta).; Ontario Inst. for Studies in Education, Toronto.

SPONS. AGENCY- Alberta Advisory Committee for Educational Studies, Edmonton.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 25 Jun 86
NOTE- 20p.
GRANT- 410-80-0688; 410-83-1235
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Autobiographies; *Biographies; *Classroom Research; Narration; *Personal Narratives; *Research Methodology; Teacher Student Relationship

This paper outlines a narrative method for the study of teaching which has as its principle feature the reconstruction of classroom meaning in terms of narrative unities in the lives of classroom participants. This purpose is achieved by comparatively outlining similarities and differences with closely associated lines of work. This study of narrative is primarily epistemological in character but deviates from epistemology as commonly understood in curriculum studies by focussing on personal experience rather than upon reconstructed formal logic. The governing question of the work is "How do teachers and students know their classrooms?" The working question is "What is the meaning of specific classroom actions for teachers and students?" Characteristics of the narrative method of inquiry are set forth by comparison and contrast with biography. Comparisons are restricted to five sets of recent educational writings : works by Pinar, Grumet, Darroch and Slivers, Berk, and Butt. The study begins with matters of similarity between biography and narrative and moves to matters of difference. Analysis indicates that reflection-in-action, biography, and narrative each contribute something to the understanding of classrooms. The case is made for narrative inquiry by sorting out its methods and purposes from those of biography. It is suggested that the narrative method offers a way to understand teaching and learning in classrooms as a temporal process reflecting the biographic histories of its participants. (JD)

ED 277 697 SP 028 483

Martin, Dawn Vincent
Teacher Testing: But When the Test Is Over, Will You Still Respect Me?
PUB DATE- Feb 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Houston, TX, February 16-18, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Teachers; Elementary Secondary Education; *Minimum Competency Testing; National Competency Tests; Standardized Tests; *Teacher Evaluation; *Teachers; Test Reliability; Test Use
IDENTIFIERS- *Teacher Testing

A brief overview is presented of the current status of mandatory testing in the United States, and of some of the problems involved. While the testing of teacher candidates is generally approved, both the American Federation of Teachers and the National Education Association oppose the testing of veteran teachers. It is suggested that leadership for a single national test should come from the profession itself, and that while such a test is unlikely to predict teaching effectiveness, or attract talented people into the profession, it could be a step in the right direction. (JD)

ED 277 782 UD 025 265

ECIA Chapter I Non-Public Handbook.
Orange County Public Schools, Orlando, Fla.

PUB DATE- Sep 86
NOTE- 81p.; For other handbooks in this series, see UD 025 260-264.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Educationally Disadvantaged; Elementary Education; *Elementary School Curriculum; Eligibility; Learning Modules; *Private Schools; *Program Administration; *Program Implementation; Reading Improvement; *Remedial Programs; Student Evaluation; Transitional Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Orange County Public Schools FL

This non-public handbook contains guidelines, administration information, forms, worksheets, charts, and records used in implementing the Orange County, Florida, public schools Chapter 1 program. Included are the following: (1) information on eligible schools; (2) lists of staff and staff assignments; (3) complaint procedures and forms; (4) Chapter 1 fact sheet; (5) staff job descriptions; (6) checklists, group assignments and tutor and instructor plan sheets; (7) instruction planning schedules; (8) expenditure and requisition forms; and (9) testing and evaluation forms. (PS)

ED 277 797 UD 025 282

Learning about Haitians in New York State.
New York State Education Dept., Albany. Bureau of Bilingual Education.

PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Artists; Authors; Cultural Background; *Educational Resources; *Ethnic Groups; Folk Culture; *Haitian Creole; *Haitians; Instructional Materials; Literature
IDENTIFIERS- *New York

New York State has the largest Haitian population in the U.S. This resource guide presents background information on Haitian society, language, and culture; a list of places of interest and sources of information on Haitians in New York; and a summary of some of the achievements of Haitians. It also outlines suggested resources for teachers and others interested in serving the needs of Haitian students. The goals of the guide are to provide sources helpful in planning classroom activities in particular, and to promote cultural understanding in general. The following areas are discussed: (1) the history of Haitian immigrants in the United States, including social/economic life, social adjustment, cultural characteristics and behavior, and values, attitudes and beliefs; (2) language characteristics, focusing on linguistic development and syntactic features; (3) artistic values and achievements; (4) folk philosophy and folktales; (5) Haitian literature, including an outline of prominent writers from 1804; (6) contributions of Haitians to the Americas; (7) places of interest and resources; and (8) additional references. (PS)

ED 277 633 SO 017 835

Rothman, Stanley; Lichter, S. Robert

The Media, Elite Conflict, and Risk Perception in Nuclear Energy Policy.

PUB DATE- Aug 86
NOTE- 41p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Dissent; *Ecology; Higher Education; Journalism; Public Policy; *Science and Society; Social Action; *Social Attitudes
IDENTIFIERS- *Nuclear Industry

The argument undergirding this essay is that the new environmental movement in the United States is partly a symbolic issue. Some liberal or radical members of key strategic elites who are alienated from the social and political system are drawn to concrete issues which serve as a surrogate for a real criticism of the hegemonic structure. The question of nuclear energy was chosen to test this argument. Five predictions were made, then confirmed by the evidence: (1) the relevant scientific community would be highly supportive of nuclear energy; (2) views about nuclear energy would correlate highly with political ideology among various non-scientific leadership groups; (3) national media journalists would be skeptical of nuclear energy; (4) journalists would inaccurately perceive and report the views of the relevant scientific community on nuclear issues to other elites and to the general public; and (5) the views of key leadership groups would correlate highly with the news sources which they perceive as reliable. In conclusion, the fears of United States citizens about new technologies and nuclear energy in particular have emerged because of real problems which deserve careful discussion, thought, and decisions. However, the exaggerated concerns about the possible risks of nuclear power are due to conflict among various leadership groups, a weakening of the social fabric of the society, a social mistrust that dates from the early 1960s, and a shift of the locus in influence and power in our society. (Author/BZ).

ED 277 682 SP 028 451

The Cutting Edge in Physical Education and Exercise Science Research. American Academy of Physical Education Papers No. 20. Papers Presented at the Annual Meeting of the American Academy of Physical Education (58th, Cincinnati, Ohio, April 7-8, 1986).
American Academy of Physical Education, Washington, D.C.
REPORT NO.- ISBN-0-87322-098-6
PUB DATE- 87
NOTE- 129p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($14.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Exercise Physiology; Futures (of Society); *Physical Education; *Research Needs; *Research Utilization; *Trend Analysis

Ten papers that address the theoretical advances being made in various areas of specialization in physical education and exercise science are included in this volume of American Academy of Physical Education Papers. General trends are reviewed in selected areas, including the social sciences, the biological sciences, motor learning, curriculum and instruction, and history and philosophy. Introductory addresses are given by G. Alan Stull ("The President's Message: The Academy at the Cutting Edge") and Margaret J. Safrit ("The Cutting Edge: An Introduction"). The following papers are then presented: (1) "The Cutting Edge of Research in Physical Education and Exercise Science: The Search for Understanding" (George E. Stelmach); (2) "Motor Learning: Future Lines of Research" (Robert W. Christina); (3) "Frontiers in Psychology of Exercise and Sport" (Dorothy V. Harris); (4) "Physical Activity, Physical Fitness, Exercise, and the Public's Health" (Steven N. Blair, Harold W. Kohl, and Kenneth E. Powell); (5) "Happenings of the Fifth Order: The Cutting Edge in Curriculum Research" (Ann E. Jewett); (6) "The Future of Research on Pedagogy: Balancing on the Cutting Edge" (Lawrence F. Locke); (7) "Sport History in the 1990s: Prospects and Problems" (Roberta J. Park); (8) "On the Edge (of Oblivion)" (Seymour Kleinman); (9) "The Cutting Edge in Biomechanics" (Peter R. Cavanagh); and (10) "Ruth B. Glassow: The Cutting Edge" (Muriel R. Sloan). (JD)

ED 277 712 TM 860 604

Minsky, Elaine
Review of the Learning Partners Program.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Jun 86
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Cross Age Teaching; Elementary Education; Elementary School Curriculum; Foreign Countries; Language Arts; *Program Attitudes; *Program Effectiveness; *Program Evaluation; *Program Implementation; Questionnaires; Student Attitudes; Teacher Attitudes; Time on Task
IDENTIFIERS- *Learning Partners; Ontario (North York)

The Learning Partners Program (LPP) of the Westview Schools in North York (Ontario) was evaluated. The language arts program paired primary school students from grades 1 to 3 with junior school students three years older. The junior school students received preparation from their homeroom teachers. The evaluation examined the degree of program implementation and accomplishment of goals; identified attitudes of teachers, principals, and students about LPP; and examined the effect of the program on the rest of the curriculum. Questionnaires were administered to all teachers and principals in 12 participating schools. A sample of 272 students were administered questionnaires, and 7 sixth-grade students were interviewed. Results indicated that primary teachers used LPP once or twice per week, and most junior teachers used it four to five times per week. Most teachers made modifications in LPP. Procedures for matching the students were reported to be satisfactory for the teachers, as were their relationships with the teaching partner. Most teachers reported either no effect or a moderate effect on the total language arts program. Observation was valuable and cross-age interaction was the best liked component of LPP. Students generally liked their learning partners. A summary of questionnaire responses is included. (GDC)

ED 277 740 TM 870 017

Merrill, Beverly; Peterson, Sarah
Writing Sample Assessment: Reliable, Efficient, and Computerized.
PUB DATE- 20 Apr 86
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Testing; Elementary Secondary Education; Graduation Requirements; *Holistic Evaluation; *Interrater Reliability; Minimum Competency Testing; *Scoring; Testing Problems; *Writing Evaluation
IDENTIFIERS- *Mesa Public Schools AZ

When the Mesa, Arizona Public Schools initiated an ambitious writing instruction program in 1978, two assessments based on student writing samples were developed. The first is based on a ninth grade proficiency test. If the student does not pass the test, high school remediation is provided. After 1987, students must pass this test in order to graduate from high school. The more ambitious assessment is conducted twice per year in grades 1 through 6. Students write a short composition on a prescribed topic. The writing samples are collected, coded, and holistically scored. This evaluation is used primarily to determine student growth and to assess the writing programs. Procedures established to ensure anonymity and reliability in grading the writing samples became tedious to administer. However, in spite of the clerical workload, the writing assessment program persisted. Last year, a computerized scoring process was developed. Each writing sample is read and scored twice, with an overall interrater reliability of .68. Coded scores are recorded on the computer sheet, and fall and spring data are consolidated by the data processing department. The computer system identifies raters who need additional inservice education to improve reliability. Teachers are pleased with the computerized system. (GDC)

ED 277 753 TM 870 032

Writing, Grade 1. TEAMS Instructional Strategies Guide.

Texas Education Agency, Austin.

PUB DATE- Aug 86
NOTE- 26p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Capitalization (Alphabetic); *Grade 1; Grammar; Instructional Development; Learning Activities; *Learning Strategies; *Minimum Competency Testing; Primary Education; Punctuation; Spelling; State Programs; Teaching Guides; Testing Programs; Test Items; *Writing Instruction; Writing Skills
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This document is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS writing objectives for grade 1. It provides a detailed description of the test items used to measure each writing objective. The four objectives are subsumed under two skill areas: (1) mechanics (capitalization, punctuation, spelling); and (2) English usage (subject-verb agreement). The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 766 TM 870 045

Exit Level Retesting Results, May 1-2, 1986. Preliminary Report.
Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin.

PUB DATE- Aug 86
NOTE- 12p.; For related documents, see TM 870 040-045.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; *Grade 11; Graduation Requirements; High Schools; *Language Arts; Mastery Tests; *Mathematics Achievement; *Minimum Competency Testing; Reading Achievement; State Programs; Student Characteristics; Testing Programs; *Test Results; Writing Evaluation
IDENTIFIERS- *Retesting; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) exit level test was first administered to all eleventh grade students in October 1985. A make-up testing was conducted in January 1986. This report contains the results of the May 1986 retesting of approximately 3,200 11th-grade students who had previously failed to master either the mathematics or English language sections of the exit level test. Additionally, approximately 4,700 students who previously had not taken one or both sections of the test were tested for the first time. The criteria for test mastery for the retest remained the same as the first test. To master each of the objectives a student had to answer correctly three of the four items presented. The results of retesting indicates that the remediation efforts implemented by Texas schools have been effective. Approximately half of the students who had been unable to demonstrate mastery of the basic reading, writing and mathematics skills to obtain a high school diploma a few months earlier were able to pass the tests on their second attempts. Tables following the report show the performance of all students, first time tested students, and retested students in grade 11 grouped according to various demographic characteristics and participation in selected special school programs. (JAZ)

ED 277 618 SO 017 762

American Folk Music and Folklore Recordings 1985: A Selected List.
Library of Congress, Washington, D.C. American Folklife Center.
PUB DATE- 86
NOTE- 17p.; For the recordings lists for 1984 and 1983, see ED 271 353-354. Photographs may not reproduce clearly.
AVAILABLE FROM- Selected List, American Folklife Center, Library of Congress, Washington, DC 20540.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Black Culture; *Folk Culture;

*Jazz; *Modernism; *Music; Popular Culture

Thirty outstanding records and tapes of traditional music and folklore which were released in 1985 are described in this illustrated booklet. All of these recordings are annotated with liner notes or accompanying booklets relating the recordings to the performers, their communities, genres, styles, or other pertinent information. The items are conveniently available in the United States and emphasize "root traditions" over popular adaptations of traditional materials. Also included is information about sources for folk records and tapes, publications which list and review traditional music recordings, and relevant Library of Congress Catalog card numbers. (BZ)

ED 277 648   SO 017 902

McKitric, Eloise J.
Teaching Children How To Handle Money.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
  (055)
DESCRIPTORS- Child Responsibility; Elementary Education; *Money
  Management; Needs Assessment; Parent Responsibility; Preschool
  Education; *Values Clarification

The process of money management should be taught as soon as the child becomes aware of money, usually as early as ages 3 or 4. At this level, teaching may be in the form of explaining the difference between the value of a nickel and a dime. Money management training often begins with the allocation of an allowance. Parents are advised not to link allowances with household chores. Regardless of the rationale for distributing allowances, training in the handling of money is imperative. It is suggested that beginning money management be taught by playing store, by using shopping lists, choice making, and other games. Other factors to consider in relation to age of the child are frequency of payments and raises in the size of allowances. Once the child has learned the concepts related to money management, the natural transition may be to learn about banking and how to obtain credit. Parents should try to keep the learning experience in perspective and remember that mistakes will be made. Comer(1985) says that parents are best able to teach good money management habits when they provide good models for imitation. (BZ)

Rhodes, Donna C.; McMillan, Samuel H., Jr.
Refocusing Schools for Dropout Prevention: With Implications For Teacher Education.
National Foundation for the Improvement of Education, Washington, D.C.
PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; High Risk Students; *Program Design; School Business Relationship; School Community Relationship; School Responsibility; Social Influences; Teacher Education; Teacher Student Relationship
IDENTIFIERS- *Operation Rescue

A description is given of "Operation Rescue," a program designed to find and implement solutions to the dropout problem. A discussion of the reasons students drop out of school takes into consideration the pressures of society that tend to overwhelm at-risk students.

These include environmental, academic, survival, and social factors that impinge upon students in the lower socioeconomic strata of our society. A brief overview of research on dropouts offers insights into successful dropout prevention programs, the barriers to success of such programs, and the lessons that have been learned from dropout programs that may be helpful to others in developing their own programs. Suggestions are made for incorporating knowledge about dropout prevention in teacher education programs. These include leadership training, designing effective programs, learning to negotiate and develop grants-in-aid, personalizing curriculum, collaborating with community and businesses, and advanced decision-making skills. (JD)

ED 277 726 TM 870 002

Handley, Herbert M.
Third Phase: Achievement Gains Associated with Implementation of the Assistant Teacher Program in the First Three Grades.
Mississippi State Univ., Mississippi State. Bureau of Educational Research and Evaluation.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson.
PUB DATE- Jul 86
NOTE- 50p.; For a related document, see TM 870 003.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Achievement Tests; Longitudinal Studies; Norm Referenced Tests; Primary Education; *Program Effectiveness; Program Evaluation; Scores; *Teacher Aides; Testing Problems; Test Results; Trend Analysis
IDENTIFIERS- *Assistant Teacher Program MS; California Achievement Tests; California Test of Basic Skills; Stanford Achievement Tests

The effectiveness of Mississippi's Assistant Teacher Program (ATP) was evaluated after its third year of operation, determining: (1) whether first graders who were exposed to teachers and assistant teachers who had been in ATP for three years continued to make progress in academic achievement; (2) the effectiveness of ATP in fostering achievement among second graders who had been ATP participants for two years; and (3) the overall effect on third grade achievement of three years of ATP experience versus no exposure. The Stanford Achievement Tests (SAT) measured achievement in reading, mathematics, and language arts. Scores were compared with previous test results and with national norms. The SAT was administered to 42,579 first graders, 4,556 second graders, and 4,454 third graders. Results indicated a decline in first grade scores, perhaps due to the change in achievement tests used. First grade scores were above the national norms in reading and language, but below in mathematics. Second graders' achievement was similar to the previous year, and was above the fiftieth percentile in national norms. Achievement of third graders with three years of ATP experience exceeded nonparticipants' achievement. It was concluded that the program was highly successful. Further study of the first grade curriculum and test results was recommended. (GDC)

ED 277 783 UD 025 266

Kritek, William J.
School Culture and School Improvement.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational Environment; *Educational Improvement; Elementary Education; Instructional Effectiveness; Junior High Schools; Public Schools; *School Effectiveness; School Organization; Teacher Attitudes
IDENTIFIERS- *Project RISE; *School Culture; *Wisconsin (Milwaukee)

This paper addresses the long-term impact of a school improvement effort of the Milwaukee public schools known as Project RISE (Rising to Individual Scholastic Excellence). Each school replicated the following characteristics of effective schools: (1) strong leadership by the principal; (2) high expectations conveyed by the entire staff; (3) orderly school learning climate; (4) strong emphasis on teaching basic skills; and (5) frequent evaluation and on-going monitoring of pupil progress. Reading and mathematics test scores in city schools have improved over the years, most dramatically in RISE schools. Of the 16 RISE schools, two groups were identified for additional analysis: the "more successful" and the "less successful." Placement was determined by achievement and improvement. Demographic characteristics of the two groups are similar except that "more successful" schools have a significantly lower percentage of minority students and a higher mobility rate than "less successful" schools. This paper asks whether a distinct culture is at work in schools that are moving toward effectiveness. Results of teacher questionnaires and of a comparison of principals indicate a connection. Staff in "more successful" schools appear to have accepted responsibility for school improvement. However, it is impossible to untangle courses from effects and the direction of causality between achievement and school culture most likely goes both ways. (LHW)

Shreeve, William; And Others
Teachers' Strike: A Community Event.
PUB DATE- 86
NOTE- 9p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Communication Problems; Elementary Secondary Education; Public Opinion; *School Districts; *Superintendents; *Teacher Strikes; *Unions
IDENTIFIERS- *Washington

Questionnaires were used to elicit and compare information about teacher strikes from superintendents and union presidents of 42 school districts within the state of Washington and superintendents and union presidents of 124 school districts throughout the United States. All of the districts had experienced teacher strikes within the previous 3 years. The summary, which gathered details about public attitudes, substitute teachers, classified employees, community groups, students, parents, and communication problems, indicated a need to re-evaluate the ways in which critical issues are decided within the school systems. Responses within Washington and throughout the country were largely similar. The public was usually unaware of summer negotiations with teachers, and shock was widely felt when strikes were announced. Substitute teachers who crossed picket lines were frequently the focus of harassment, in charge of more students than usual, and paid up to $200 a day. Parent-teacher associations and church and civic groups sometimes became involved in strike situations. Students were much more involved in Washington teacher strikes than was typical across the country; they spoke at meetings, joined picket lines, and passed out literature. Active communication with all involved groups is suggested as an effective way to avoid communication problems and facilitate negotiation. (CB)

ED 277 798 UD 025 283

Frisk, Patricia M.; Rosen, Margery Fischer
Incarcerating Children: A Study of the New York Secure Detention System.
Statewide Youth Advocacy, Rochester, NY.
PUB DATE- 81
NOTE- 46p.; A product of the Juvenile Justice Monitoring Project.
AVAILABLE FROM- Statewide Youth Advocacy, Inc., P.O. Box 10631, Rochester, NY 14610 ($2.50).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Correctional Education; *Correctional Institutions; Criminals; *Delinquency; *Institutionalized Persons; Institutional Personnel; Minority Group Children; Prisoners; Residential Institutions; *Services; *Youth Problems
IDENTIFIERS- *New York State Division for Youth

This study of incarcerated children in New York State includes the following findings, conclusions, and recommendations: (1) too many youth are unnecessarily sent to secure detention; (2) too many stay too long, and while there receive too little in the way of programming or diagnostic assessment which could contribute to appropriate family court decisions; (3) the backlog of youth waiting to be sent from detention to placement has reached critical proportions; (4) needless and excessive reliance on secure detention requires development of new statutory criteria for admission, which permit detention only when there is a compelling reason to believe the youth will not appear in court or will commit a violent crime; (5) ongoing monitoring of admissions and length of stay must be instituted and attention must be paid to the disproportionate detention of minorities and girls; and (6) detention must not be viewed as a solution to the problem of violent crime, since 75 percent of admissions are not charged with serious or violent offenses but are still held in detention centers. Program offerings and daily procedures in secure institutions are described. (PS)

ED 277 634 SO 017 836

Weckstein, Paul
Guidelines for Parent Involvement in Chapter 1 Programs.
Harvard Univ., Cambridge, Mass. Center for Law and Education.
REPORT NO.- ISBN-0-912585-04-8
PUB DATE- 86
NOTE- 20p.
AVAILABLE FROM- Center for Law and Education, Larsen Hall, 14 Appian Way, Cambridge, MA 02138 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Disadvantaged Youth; *Educationally Disadvantaged; Elementary Education; Federal Aid; *Federal Programs; Guidelines; Learning Problems; *Parent Participation; Parent Rights; *Parent School Relationship

Chapter 1 is the largest federal education program in existence. It provides extra services to help low-achieving students and is targeted primarily at areas where low-income families reside. Parent involvement in designing and implementing the program is an essential part of Chapter 1. However, the parent involvement component is often not as strong or effective as it should be, possibly because legal requirements for parent involvement are sometimes not fully understood or implemented. This booklet is designed to help make parent involvement in Chapter 1 programs more effective. It contains: (1) a brief summary of basic information about Chapter 1; (2) a description of recent Chapter 1 regulations and legal requirements, history of parent involvement, and suggestions on how parent advocates can assist parents; (3) suggestions for parents on how to use their rights to ensure a strong parent involvement program; (4) a draft policy for school districts which may serve as a model for local parent involvement policies; and (5) a set of survey questions to help parents look at how well parent involvement is working in their own Chapter 1 programs. (APG)

ED 277 713 TM 860 606

Simons, Mavis; Crawford, Patricia
Special Needs Schools, Priority I. Student Achievement Results.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Jan 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Education; Foreign Countries; Grade 3; Grade 6; *Improvement Programs; School Districts; Scores; Testing Problems; *Testing Programs; *Test Results; Trend Analysis
IDENTIFIERS- Canadian Achievement Tests; Gates MacGinitie Reading Tests; *Ontario (North York)

After the 1984-85 evaluation of the Special Needs Project in the North York, Ontario Schools, it was decided to extend the standardized achievement testing for the 1985-86 school year. Because of previous test validity problems, testing was continued under more uniform conditions; practice tests were available and the achievement tests were administered by a group of special testers. About 90 percent of the students in the third and sixth grades were tested. The Gates MacGinitie Reading Comprehension Test and Canadian Achievement Tests--mathematics computation and mathematics concepts and applications--were administered to 693 third graders. Canadian Achievement Tests--reading comprehension, mathematics computation, and mathematics concepts and applications--were administered to 668 sixth graders. Grade 3 scores were higher than the results from 1985 and 1981. Mathematics computation scores were at the expected norm, while reading comprehension and mathematics concepts scores were 8 and 5 months below the expected level. All sixth grade subtest scores surpassed the 1984 testing; mathematics scores also surpassed the 1981 results. Computation scores were within 1 month of the expected norm, 2 years below level in reading comprehension, and 1 year below in mathematics concepts. (GDC)

ED 277 741 TM 870 020

Whitney, Douglas R.; Patience, Wayne M.
Work Rates on the GED Tests. Relationships with Examinee Age and Test Time Limits.
American Council on Education, Washington, DC. GED Testing Service.
PUB DATE- Sep 81
NOTE- 62p.
AVAILABLE FROM- GED Testing Service (Research and Development), American Council on Education, One Dupont Circle, Suite 20, Washington, D.C. 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Adults; Age Differences; Educational Experience; *Equivalency Tests; Group Testing; *High School Equivalency Programs; Mathematics Skills; Reading Skills; Sciences; Social Studies; Standardized Tests; Surveys; Test Construction; *Testing; *Timed Tests; Writing Skills
IDENTIFIERS- Educational Testing Service; *General Educational Development Tests; Wisconsin

In response to informal reports that the time limitations on the new 1978 test forms of the General Educational Development (GED) Tests resulted in some examinees having to work substantially faster than at a comfortable rate, this study was designed (1) to estimate the time required for examinees to complete the tests at their preferred rate; (2) to examine the relationship of examinee age and ability to preferred work rate; and (3) to draw conclusions concerning the suitability of the time limits. This 1980 study was conducted in 40 GED Testing Centers in Wisconsin. The proposed time limits for reading, writing and mathematics tests were 60 minutes, and for social studies and science 90 minutes. Results showed that the rate at which examinees prefer to work was related to their age, ability, and the number of high school grades completed. It was least related to scores earned on the tests. The examinee showed a wide variation in work rates, with each person's relative rate being similar for all five tests in the battery. Because a substantial number failed to complete the mathematics and writing skills tests, new, extended time limits were put into effect July 1981. Directions for test administration, and various figures illustrating test results are appended. (JAZ)

ED 277 754 TM 870 033

Writing, Grade 3. TEAMS Instructional Strategies Guide.
Texas Education Agency, Austin.

PUB DATE- Aug 86
NOTE- 37p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Capitalization (Alphabetic); *Grade 3; Grammar; Instructional Development; Learning Activities; *Learning Strategies; *Minimum Competency Testing; Primary Education; Punctuation; Sentence Structure; Spelling; State Programs; Teaching Guides; Testing Programs; Test Items; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- Proofreading; Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This document is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS writing objectives for grade 3. It provides a detailed description of the test items used to measure each writing objective. The nine objectives are subsumed under five skill areas: (1) mechanics (capitalization, punctuation, and spelling); (2) English usage; (3) sentence formation; (4) proofreading; and (5) organization/appropriate response to topic (informative/descriptive writing, informative/narrative writing, expressive/narrative writing). The following information is provided for six of the objectives: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 767 TM 870 046

Writing Objectives and Measurement Specifications. 1986-1990. Grade 1. Texas Educational Assessment of Minimunm Skills (TEAMS).

Texas Education Agency, Austin. Div. of Educational Assessment.

PUB DATE- Mar 86
NOTE- 14p.; For related documents, see TM 870 047-048.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Educational Assessment; *Grade 1; *Minimum Competency Testing; Primary Education; State Programs; *State Standards; Test Format; Testing Programs; Test Items; *Writing Skills
IDENTIFIERS- *Test Specifications; *Texas Educational Assessment of Minimum Skills

The writing objectives and the measurement specifications presented in this document are congruent with the Texas State Board of Education Rules for Curriculum. The objectives are provided for teachers and for test developers involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. As of 1985-86 academic year, the TEAMS writing tests for grade 1 are based on the following objectives: (1) demonstrate the knowledge of standard uses of capitalization; (2) demonstrate the knowledge of standard punctuation; (3) write the correct spelling of commonly used words; and (4) recognize subject-verb agreement in a sentence. For each objective, this document provides a description of the test questions, a description of the answer choices and an example test question. (JAZ)

ED 277 619 SO 017 764

Kent, W. Ashley, Ed.
The Use of Computers in the Teaching of Geography.
London Univ. (England). Inst. of Education.
REPORT NO.- ISBN-0-85473-258-6
PUB DATE- 86
NOTE- 210p.; Edition prepared for the 1986 International Geographical Union Regional Conference (Sitges, Spain, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Uses in Education; Elementary Secondary Education; Foreign Countries; *Geography; *Geography Instruction; *International Programs; *Microcomputers; Resource Materials; Teaching Methods
Eleven essays describe state of the art developments in the use of computers and computer-assisted learning to teach geography. Descriptions of the use of computers in the teaching of geography in their respective countries are contributed by educators from the United Kingdom, Italy, Belgium, The Netherlands, Australia, New Zealand, Scotland, United States, USSR, Hong Kong, and Canada. The contributors were asked to summarize recent developments; outline hardware and software trends; note the response of teachers in using computers; outline the research needs; and give insight into the future. It is hoped this publication will point to future collaborative research and development possibilities for the international community of geographical educators. (APG)

ED 277 649 SP 028 190

Behymer, Jo; Cockriel, Irvin W.
Financial Aid Attracts Students into Teacher Education.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Higher Education; High Schools; High School Students; Merit Scholarships; *Student Attitudes; *Student Financial Aid; *Teaching (Occupation)

This study provides insight into selected factors which affect choice of teaching as a career as well as choice of a college. Sixty-one percent of the 142 high school students in the sample who marked teaching as their planned career indicated that scholarships were "very important" to career choice. Thirty-two percent indicated that it was "somewhat important," with seven percent indicating that scholarships were "not important" in career choice. Out of 137 students responding to a question regarding the importance of a loan to attract students into a particular career, 47 percent indicated that loans were "very important", 46 percent indicated that loans were "somewhat important," and only 6 percent indicated that loans were "not important." Financial aid, both scholarships and loans, are important to career choice for those preparing to enter teacher education programs. Further, the data support the reports emphasizing the importance of merit (no need) scholarships. (Author/JD)

ED 277 683 SP 028 452

Berridge, Mavis E., Ed.; Ward, Graham R., Ed.
International Perspectives on Adapted Physical Activity. Selected Papers Presented at the International Symposium on Adapted Physical Activity (5th, Toronto, Canada, October 1-4, 1985).
REPORT NO.- ISBN-0-87322-079-X
PUB DATE- 87
NOTE- 297p.
AVAILABLE FROM- Human Kinetics Publishers, Inc. Box 5076, Champaign, IL 61820 ($27.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- *Adapted Physical Education; Athletes; *Disabilities; Elementary Secondary Education; Heart Disorders; Mental Disorders; Mental Retardation; *Motor Development; Older Adults; *Physical Activity Level; *Psychomotor Skills

The 36 papers in this book were presented at the Fifth International Symposium on Adapted Physical Activity. Presentations document some of the research findings and new ideas in physical education and recreation programs designed to improve the quality of life for special populations. The collection represents the breadth of the field, from the motor development of disabled children to programs for older adults, and extending to psychiatric disorders, post-cardiac rehabilitation, and concerns of disabled athletes. Papers are grouped under the following section titles: (1) motor development of disabled children; (2) motor skill training; (3) physical activity in cardiac conditions; (4) programming for the handicapped; (5) diagnosis and physical activity prescription in psychiatric disorders; (6) characteristics and assessment of disabled athletes; (7) sport and recreation for the disabled; (8) aging and physical activity concerns of the elderly; and (9) programs for seniors. (JD)

ED 277 699 SP 028 485

Mahlios, Marc; And Others
Master Teacher Model Development Program.

PUB DATE- Feb 87
NOTE- 34p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Differentiated Staffs; Higher Education; Inservice Teacher Education; *Institutional Cooperation; *Master Teachers; Professional Recognition; *Program Development
IDENTIFIERS- *Master Teacher Model Training Program

The primary purpose of the Master Teacher Model Training Program was to develop models of university-school collaboration aimed at preparing outstanding inservice teachers in career ladder or similar career structure plans with the knowledge and skills needed to assume new educational responsibilities. The program answered a need to enhance such teachers' skill development and knowledge base for new roles such as supervisors, curriculum developers, and inservice trainers. This paper presents descriptions of the progress of the Program in three institutions--the University of Northern Iowa, Ball State University, and Illinois State University. The descriptions center on three major core components of the model: (1) the planning stage, during which each university worked closely with selected school systems, defining their needs and designing instruction to be delivered in meeting those needs; (2) an intensive training stage, involving university delivery of instructional assistance to meet identified school system needs; and (3) a technical assistance stage, involving participating university personnel in follow-up visitations to the school systems to provide on-site assistance and advice to the personnel having received training. The primary effort was to help school systems meet their needs through working with master or outstanding teachers who would be involved in educational reform efforts in their systems. The teachers selected continued as classroom teachers, but were given released time and/or additional compensation to serve as resource persons trained to assume additional responsibilities within their school systems. (JD)

ED 277 666 SP 028 406

Johnson, Lynell
The Weekly Reader National Survey on Safety and Health.
Weekly Reader Publications, Middletown, CT.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; Elementary Education; *Health; *Knowledge Level; National Surveys; *Safety

Nearly 500,000 students responded to a survey on health and safety distributed by the "Weekly Reader" to second- through sixth-grade students throughout the United States. This report presents both a tabular depiction and a summarization of answers received from students to the 13 safety-related and six health-related questions. Questions dealt with: feelings of safety; safe places; safety rules; fear; seat belt use; illness; nutrition and exercise; self-concept; and smoking. (CB)

ED 277 727 TM 870 003

Handley, Herbert M.
A Process Evaluation of the Assistant Teacher Project during Its Third Year of Operation.
Mississippi State Univ., Mississippi State. Bureau of Educational Research and Evaluation.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson.
PUB DATE- Jul 86
NOTE- 45p.; For a related document, see TM 070 002.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Evaluation Methods; *Formative Evaluation; Longitudinal Studies; *Participant Satisfaction; Primary Education; *Program Effectiveness; Program Evaluation; Questionnaires; *Teacher Aides; *Teacher Attitudes; Teacher Characteristics; *Teacher Role
IDENTIFIERS- *Assistant Teacher Program MS

A process evaluation of Mississippi's Assistant Teacher Program (ATP)--which placed paraprofessionals in first to third grade classrooms--was conducted in 1986 after its third year of operation. The evaluation examined the effectiveness of teacher development materials and inservice education; tasks performed by assistant teachers and their characteristics; teachers' interprofessional relationships; program effects on school operations, student attitudes, and achievement; and teacher role. A sample of 323 supervisors, 1,623 assistant teachers, and 1,815 professional teachers was selected. A questionnaire was developed and analyzed separately for each group. Most assistant teachers had attended college, considered the staff training effective, and were pleased with their assignments. Further use of assistant teachers was suggested for teaching basic skills to students. Two-thirds of the teachers reported that they had reexamined their own teaching techniques after having an assistant teacher in the classroom. Over 90 percent were satisfied with the performance of the assistants. Dissatisfied teachers were generally beginning teachers and very experienced teachers. Attitudes toward student motivation, achievement, and extending ATP into kindergarten were positive. Greater communication was recommended. Favorable responses were also reported by supervising administrators. (GDC)

ED 277 768 TM 870 047

Reading Objectives and Measurement Specifications, 1986-1990. Grade 1. Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin. Div. of Educational Assessment.

PUB DATE- Mar 86

NOTE- 29p.; For related documents, see TM 870 046-048.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Educational Assessment; *Grade 1; *Minimum Competency Testing; Primary Education; *Reading Skills; Reading Tests; State Programs; *State Standards; Test Format; Testing Programs; Test Items
IDENTIFIERS- *Test Specifications; *Texas Educational Assessment of Minimum Skills

The reading objectives and the measurement specifications cited in this document are congruent with the Texas State Board of Education Rules for Curriculum. The objectives are provided for teachers and for test developers involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. As of 1985-86 academic year, the TEAMS reading tests for first grade are based on the following objectives: (1) identify the main idea; (2) recognize words by sight; (3) recognize the meaning of compound words; (4) use context to understand the meaning of words; (5) use structural analysis to recognize root words; (6) recognize words through phonic analysis; (7) identify specific details, (8) identify the sequence of events; and (9) predict probable future outcomes. For each objective, this document provides a description of the test questions, a description of the answer choices and an example test question. (JAZ)

Fortenberry, Robert N.; And Others
Bridging the Gap between Theory and Practice: Implementing School Effectiveness in an Urban School District.
Jackson Municipal Separate School District, Miss.
PUB DATE- Apr 86
NOTE- 42p.; Report presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Environment; *Educational Improvement; Elementary Secondary Education; Instructional Effectiveness; Public Schools; *School Effectiveness; *School Organization; Teacher Effectiveness
IDENTIFIERS- *Mississippi (Jackson)

The five correlates of effective schools are as follow: (1) strong administrative leadership; (2) high expectations for all pupils; (3) safe and orderly climate; (4) strong instructional focus; and (5) frequent monitoring of pupil progress. This paper outlines a model for implementing effective school practices. One or more of these correlates relate to each of the following components: (1) planning; (2) curriculum; (3) measurement of student achievement; (4) instructional management systems; (5) staff development; (6) personnel evaluation; (7) communication; and (8) involvement process. This paper documents accomplishments resulting from the implementation of effective schools practices in the Jackson (Mississippi) Municipal School District. Demographic, achievement, and dropout data are shown in a series of graphs which make up the bulk of this report. A composite analysis of all data presents pupil achievement in a school environment where all the correlates of effective schools prevail. The report stresses the consistent progress toward goals in cases where ultimate goals have not been attained, and cites the interim satisfaction and motivation to continued improvement such progress provides. (LHW)

ED 277 799 UD 025 284

Sheppard, Ronald J.

Research and Development and the Role of the Urban University in Strategic Economic Development Planning.

PUB DATE- 86
NOTE- 13p.; Paper presented at the International Urban Universities Conference (Winnepeg, Manitoba, Canada, September 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community; *Diffusion (Communication); *Economic Development; Higher Education; Labor Force Development; *Linking Agents; *Research and Development Centers; Research Utilization; *School Business Relationship; School Community Relationship; Technology Transfer; *Urban Universities
IDENTIFIERS- *University of Toledo OH

Urban universities have a definite role to play within the context of strategic economic development. Coordination between state and local government, the private sector, and the academic community can lead to effective partnerships to formulate and implement economic development plans. Declining university enrollments and fewer dollars available for industrial research and development encourage collaboration, whereby the university shapes technology strategy more toward near-term applications, and the industrial sector transfers the technology being issued into the manufacturing environment to enhance competitive capabilities. The University of Toledo's partnership with Northwest Ohio industry serves as an example of such a partnership. This consortium was the recipient of a Thomas Edison Grant for the purpose of establishing a stand-alone corporation with emphasis on the development of advanced manufacturing technology and sophisticated training programs for employees and management in highly automated manufacturing environments. The goal of economic development coordinators should be to ensure that the academic components play a key role in industrial and regional economic revitalization. (PS)

ED 277 620 SO 017 766

Social Studies Framework: Kindergarten-Grade 12.
Texas Education Agency, Austin.
PUB DATE- 86
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Elementary School Curriculum; Elementary Secondary Education; Lesson Plans; *Secondary School Curriculum; *Social Studies; Special Education; Special Programs; State Curriculum Guides; State Programs; *State Standards; Teaching Methods
IDENTIFIERS- *Texas

This document provides general instructional guidelines for district administrators and teachers in Texas as they attempt to meet the goal of preparing students for citizenship in a democracy. The framework includes the legal requirements for social studies and provides guidelines to school districts in planning social studies programs for grades K through 12. It reflects legislative mandates, State Board of Education rules, and developments in social studies education that have occurred since previous publications. It contains the following chapters: "Overview: The Social Studies Program, Kindergarten-Grade 12"; "Curriculum Documents"; "Aspects of the Social Studies Program"; "Social Studies Essential Elements"; and "Special Student Populations and the Social Studies." Appendices provide an outline of curriculum requirements prescribed by state law and state board of education rule; legislative provisions concerning experimental and local credit courses; legislative provisions concerning honors courses, and a set of suggested guidelines for evaluating social studies programs. A pull-out chart displays the social studies requirements for grades K through 6. (APG)

Dyasi, Rebecca, Comp.; Crane, Louise, Ed.
Good Tastes in Africa: A Recipe Book. African Outreach Series, No. 3.
Illinois Univ., Urbana. Center for African Studies.
PUB DATE- 83
NOTE- 80p.; For related documents, see SO 017 892-895.
AVAILABLE FROM- Center for African Studies, University of Illinois, 1208 West California, Room 101, Urbana, IL 61801 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *African Culture; *Cooking Instruction; Cultural Activities; *Cultural Education; *Food; Foreign Countries; Resource Materials; Secondary Education
IDENTIFIERS- Africa; *Cook Books; *Recipes(Food)

This book contains a collection of recipes by African students from various parts of the continent and by others who have lived and worked in Africa. While primarily a cookbook, it also can help refute generalizations and stereotypes about Africa. Part 1, "Cooking in Africa," is designed to give students background information on the customs surrounding food preparation and eating in Africa. Part 2, "Recipes," offers an idea of the variety of foods eaten in Africa. Included are recipes for soup/stews, fish, chicken, meat, rice/staple dishes, vegetables, breads, snacks/sweets, condiments, preserves, and beverages. Part 3 "Measurement and Cooking," "Special Foods, Ingredients, and Substitutes," and "Sources of African Foods in the U.S.A." provides useful information for individuals trying to prepare African meals. (APG)

ED 277 650 SP 028 198

Barnett, Dorothy Prince; Taylor, Ethel Franklin
Education and the Liberal Arts: The A & T Connection.

PUB DATE- Oct 86
NOTE- 24p.; Paper presented at the Annual Conference on the Preparation and Survival of Black Public School Teachers (7th, Norfolk, VA, October 9-10, 1986)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Higher Education; *Liberal Arts; Preservice Teacher Education; *Program Design; *Teacher Education Curriculum; Testing; Writing Instruction

The School of Education and the College of Arts and Sciences at North Carolina Agricultural and Technical State University have always had a close working relationship in the development of teachers. This is due, in part, to the fact that the General Education Curriculum (English, history, mathematics, biology, and the arts), which is the foundation for both the personal and professional development of students, is housed in the College of Arts and Sciences. This collaborative tradition intensified within the last two years, because of: (1) public criticism of the quality of teacher performance; (2) state mandates for increasing the general competence of students; (3) national studies which emphasized the need for a better public educational system, and (4) increased societal realization of the importance of the optimum utilization of human resources. Thus, the purpose of this paper is (1) to describe the rationale for the collaborative efforts between the two academic units to improve teacher education; (2) to summarize the educational experiences and activities developed to achieve these goals and objectives; and (3) to share with others the immediate results and the long-range prospects for this collaboration. Additionally, this curricular model may be of value to other colleges and universities which are interested in strengthening their teacher education programs. (Author/JD)

ED 277 684 SP 028 453

Entry Year Assistance Program.

Educational Service Unit #11, Holdrege, NE.

PUB DATE- 86
NOTE- 18p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Classroom Observation Techniques; Elementary Secondary Education; Mentors; *Program Design; *Teacher Orientation; *Training Methods
IDENTIFIERS- *Beginning Teacher Induction

The Educational Service Unit's Entry-Year Assistance program is designed to provide the entry-year teacher with technical assistance to insure the first year of teaching is a successful and productive one for the teacher and also for the students. The Assistance Team consists of the beginning teacher, a principal or administrator, a mentor teacher, and the Educational Service Unit consultant for the program. A description is given of how the team is selected and the responsibilities of each member. The program provides coaching, professional stimulation, and practical help for the teacher. The training program for members of the Assistance Team is described as well as program requirements, the competencies the beginning teachers is expected to demonstrate, year-end evaluation, application procedures, and the role of the mentor teacher. The forms used to guide and clarify the goals of the program for the teacher and for team members are attached. (JD)

ED 277 714 TM 860 607

Macfarlane, James
CHOICES: The Perspective of Participating Students and Staff, Year I.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Feb 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Exploration; Career Guidance; *Computer Assisted Instruction; *Counselor Attitudes; Foreign Countries; High Schools; Microcomputers; Occupational Information; Participant Satisfaction; *Program Effectiveness; Program Evaluation; *Questionnaires; *Student Attitudes
IDENTIFIERS- *Choices (Program); Ontario (North York)

CHOICES, the Computerized Heuristic Occupational Information and Career Exploration Systems, was implemented in eight secondary schools in North York, Ontario. This evaluation focused on effectiveness of CHOICES in the career counseling process and in increasing students' career awareness, self-awareness, decision-making skills, and motivation. The first year of the two-year evaluation involved descriptive data collection and questionnaire development. Group interviews were conducted with students, teachers, counselors, and library staff. Questionnaires were completed by 114 of 220 participating students. Results indicated that students generally learned about CHOICES from a guidance counselor. They also received an orientation about CHOICES and completed a vocational profile before using the computer. Counselors discussed results with the students. Students made the most use of the programs "explore" option, which blends the individual's characteristics and suggests compatible occupations. Students were overwhelmingly positive. The major disadvantages reported by counselors were the amount of time required and operating problems. CHOICES compared favorably with other interest and aptitude tests for the third of the total respondents who were familiar with other measures. Both students and counselors recommended that CHOICES remain available. The questionnaire is appended. (GDC)

ED 277 742 TM 870 021

Malizio, Andrew G.; Whitney, Douglas R.

Examinee and High School Senior Performance on the GED Tests: A Detailed Analysis.

American Council on Education, Washington, DC. GED Testing Service.
PUB DATE- Jun 82
NOTE- 21p.
AVAILABLE FROM- GED Testing Service (Research and Development), American Council on Education, One Dupont Circle, Suite 20, Washington, D.C. 20036 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Algebra; *Comparative Testing; *Equivalency Tests; Geometry; *High School Equivalency Programs; High Schools; High School Seniors; Mathematics Skills; National Norms; National Surveys; Reading Skills; *Scores; Social Studies; Test Items; Test Results; Writing Skills
IDENTIFIERS- *General Educational Development Tests

Since 1971, nearly four million adults have qualified for a high school equivalency credential based on General Educational Development (GED) test results. During Spring 1980 two major studies were undertaken by the GED Testing Service: (1) the U.S. High School Norming Study involving the administration of the GED Tests to a representative sample of U. S. high school graduating seniors and (2) the National Survey of GED Examinees (adults). Results of these two studies provided the data for this study, which comparerd the performance on the GED tests of graduating high school seniors and GED examinees. The percentiles and average standard scores for GED examinees show achievement levels only slightly below the levels for graduating high school seniors. Detailed analyses indicated that graduating high school seniors outperformed GED examinees in 20 of the 22 test content areas in the GED battery. Statistically significant differences occurred in the areas of Capitalization and Punctuation, Usage, and Sentence Correction on the Writing Skills test, and Algebra on the Mathematics test. GED graduates outperformed graduating high school seniors in 18 of the 22 content areas in the GED battery. Statistically significant differences occurred in the areas of General Reading and Prose Literature on the Reading Skills test. However, the magnitude of the differences between graduating high school seniors and GED graduates was small. (Author/JAZ)

ED 277 755 TM 870 034

Writing, Grade 5. TEAMS Instructional Strategies Guide.
Texas Education Agency, Austin.

PUB DATE- Aug 86
NOTE- 36p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Capitalization (Alphabetic); *Grade 5; Grammar; Instructional Development; Intermediate Grades; Learning Activities; *Learning Strategies; *Minimum Competency Testing; Punctuation; Sentence Structure; Spelling; State Programs; Teaching Guides; Testing Programs; Test Items; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- Proofreading; Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This document is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS writing objectives for grade 5. It provides detailed description of the test items used to measure each writing objective. The 11 objectives are subsumed under five skill areas: (1) mechanics (capitalization, punctuation, and spelling); (2) English usage; (3) sentence formation; (4) proofreading; and (5) organization/appropriate response to purpose and audience (informative/descriptive writing, informative/narrative writing, and persuasive/descriptive writing). The following information is provided for six of the objectives: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 667 SP 028 414

Brown, Susan
Constructing a System for Licensing Educators in New Mexico.
New Mexico State Dept. of Education, Santa Fe.
PUB DATE- Nov 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Educational Needs; Elementary Secondary Education; Higher Education; Policy Formation; Preservice Teacher Education; *State Standards; *Teacher Certification; Teacher Improvement; *Teacher Qualifications
IDENTIFIERS- *New Mexico

This brief booklet describes the formation of New Mexico's revised system for licensing public school teachers. The need to improve educator preparation and licensure is noted as the first priority. Volunteers representing teachers, administrators, colleges of education and arts and science, business/industry, parents, and community leaders were placed on task forces dealing with certification/reciprocity, educator preparation, continuing education and recertification, alternative certification/small schools, and professional status. The task forces subsequently suggested approximately 200 recommendations which formed the basis of a blueprint for the licensure system. Requirements were made for three different levels of licenses for teachers. The plan has now been turned over to the state board of education for approval and implementation. Appendices present proposals submitted by the task forces, a graphic depiction of the licensure system framework, a sample bachelor degree program which would meet the new requirements for licensure, and essential teaching competencies developed by the state board of education. (CB)

ED 277 700 SP 028 486

Martin, Dawn Vincent
Use of Stimulated Recall in Video Tape Analysis of Student Teacher Development.
PUB DATE- Feb 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- High Schools; Preservice Teacher Education; *Student Evaluation of Teacher Performance; *Student Teacher Evaluation; *Student Teachers; Teacher Characteristics; *Teacher Effectiveness; *Teaching Styles

Six high school student teachers were video-taped during the first, seventh and fourteenth weeks of their sixteen-week teaching semester. Pupils in these classes evaluated the personal characteristics and instructional behaviors of their student teachers using the Classroom Teacher Inventory. Resulting data suggested that the original sample of student teachers included two who were perceived by pupils as most effective and two who were perceived as least effective. The remaining data analysis focused on similarities and differences between the most and least effective student teachers. Most effective student teachers were perceived by their pupils as being nonpunitive, consistent and predictable. Instructionally, the most effective student teachers were perceived by their pupils as showing enthusiasm, asking interesting questions, accomplishing goals, and being very clear in their teaching. Stimulated recall analysis of the video tapes suggested differences in the management of transitions between lesson segments. The most effective student teachers averaged fewer transitions per lesson, used less time for transitions, and experienced fewer behavioral problems during transitions. Also, the most effective student teachers used a much smaller proportion of the total lesson time for transitions than did the least effective student teachers. (JD)

ED 277 636 SO 017 844

Lowenthal, Abraham F.
Brazil and the United States. Foreign Policy Association Headline Series No. 279.
Foreign Policy Association, New York, N.Y.
PUB DATE- May 86
NOTE- 69p.
AVAILABLE FROM- Foreign Policy Association, 205 Lexington Ave., New York, NY 10016 ($4.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Area Studies; *Current Events; Developing Nations; Foreign Countries; *Foreign Policy; Higher Education; *International Relations; *International Studies; Latin American Culture; Latin American History; Political Science; Secondary Education; Social Studies; World Affairs
IDENTIFIERS- *Brazil

One of a series, this booklet on world issues explains why Brazil has become important for the United States. Brazil's rise from a sleeping giant to continental leader is investigated. Brazil's impressive economic growth from the mid-1960s through the 1970s is explored. An analysis of Brazil's economic crisis of the 1980s is also explained. Brazil's recent restoration of civilian government after a generation of military rule is highlighted as well as the choices facing Brazil's new leaders. The document concludes by examining the options for U.S. foreign policy toward Brazil. Critical questions, such as how the United States will respond to Brazil's current growing pains and what major impacts will Brazil have on the Western Hemisphere, including the United States, are investigated. Also included is a "Talking It Over" section which offers discussion questions for individuals and groups and a suggested reading list. (RSL)

ED 277 728 TM 870 004

Owston, Ronald D.
York Educational Software Evaluation Scales, Document Number 2.
York Univ., North York (Ontario). Faculty of Education.

PUB DATE- 1 May 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Simulation; Course Content; *Courseware; Elementary Secondary Education; *Evaluation Methods; Evaluation Problems; Foreign Countries; *Instructional Material Evaluation; Postsecondary Education; *Rating Scales
IDENTIFIERS- Canada; *Courseware Evaluation; *York Educational Software Evaluation Scales

According to a recent survey, the quality of educational software is the single most stated concern of computer educators in Canada. Only a small fraction of the educational software is evaluated. The evaluation approaches that have emerged to deal with this problem are subjective and unreliable, and they do not provide an overall impression of a given piece of software. The York Educational Software Evaluation Scales (YESES) presented in this document have been designed to overcome these problems. Drill and practice, tutorial, and problem solving software are rated on four key characteristics: pedagogical content, instructional presentation, technical adequacy, and documentation. A fifth scale, modelling, is used to rate simulation software. Each of these characteristics is rated on a four-point scale, with level 4 being indicative of a high rating on the characteristic, and level 1 being indicative of a low rating. The YESES are criterion based in that each level on the scale is referenced to a set of descriptors which give typical features of the software at that level. With these scales, the evaluation of software becomes the process of determining which set of descriptors best characterizes the software. Detailed directions for using the YESES are provided, including definitions of each of the four key characteristics of the sofware for each level of the scales. (JAZ)

ED 277 769 TM 870 048

Mathematics Objectives and Measurement Specifications, 1986-1990. Grade 1. Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin. Div. of Educational Assessment.

PUB DATE- Mar 86
NOTE- 23p.; For related documents, see TM 870 046-047.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Educational Assessment; Elementary School Mathematics; *Grade 1; Mathematics Achievement; *Mathematics Skills; *Minimum Competency Testing; Primary Education; State Programs; *State Standards; Test Format; Testing Programs; Test Items

IDENTIFIERS- Test Specifications; *Texas Educational Assessment of Minimum Skills

The learning objectives and the measurement specifications cited in this document are congruent with the Texas State Board of Education Rules for Curriculum. The objectives are provided for teachers and for test developers involved with the preparation of the Texas Educational Assessment of Mimimum Skills (TEAMS) tests. As of 1985-86 academic year, the TEAMS mathematics tests for grade 1 are based on the following objectives: (1) identify the correct solution to a problem involving number sequence; (2) identify the place value for a given problem; (3) identify the correct solution to a problem involving number comparison; (4) add two whole numbers whose sum is less than 20; (5) subtract a one-digit whole number from a whole number less than 20; (6) solve a one-step word problem involving addition/subtraction of whole numbers; (7) identify the correct time to the hour or half-hour; and (8) identify a named geometric shape. For each objective, this document provides a description of the test questions, a description of the answer choices and an example test question. (JAZ)

ED 277 785 UD 025 268

Foley, Eileen; Crull, Peggy
Effective Dropout Prevention: An Investigation of the 1984-85 Program in New York City. Report No. 2, Dropout Prevention Series.
Public Education Association, New York, N.Y.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; New York Community Trust, N.Y.
PUB DATE- Oct 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; *Dropout Prevention; *Dropout Programs; Dropout Research; Dropouts; Elementary Secondary Education; High Risk Students; Program Effectiveness; School Effectiveness; *School Holding Power; Urban Education
IDENTIFIERS- *New York (New York)

The New York City Board of Education's 1984-85 Attendance Improvement/Dropout Prevention Program was less than a complete success. This report compares the least and most successful schools, analyzing the factors that determine success: (1) size, (2) cost, and (3) services. Successful programs were consistently smaller, serving a smaller portion of their eligible student group; more service-intensive; and more generously funded on a per capita basis. They were more concentrated and manageable. Direct services to students, including personal contact and care, are extremely important. Interventions must be easily managed; not only do smaller programs foster closer relationships but they are also easier to start, modify, and operate. The obvious difficulty with these insights is that the city's problems are not small: substantial numbers of children need help and resources are scarce. Educators must quickly learn to integrate more resources and to serve increasing numbers of youngsters while preserving their commitment to each individual child. (LHW)

ED 277 800   UD 025 286

Commission on Policy Development in Public Education Annual Report.
National Alliance of Black School Educators, Inc., Washington, DC.
PUB DATE- Jan 87
NOTE- 83p.; Report submitted to the Annual Conference of the National Alliance of Black School Educators (13th, New York NY, November, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Athletics; *Black Students; *Educational Policy; Elementary Secondary Education; Eligibility; *Engineering Education; *Equal Education; Higher Education; Minority Groups; Standardized Tests; *Test Bias
IDENTIFIERS- Excellence in Education; *National Alliance of Black School Educators

This annual report of the National Alliance of Black School Educators (NABSE) Commission on Policy Development in Public Education presents six position papers by NABSE and guest authors. The papers, and their authors, are (1) "The Quest for Excellence/Pupil Self-Esteem" (Carole Hardeman); (2) "Engineering Education for Minority Students" (Howard G. Adams); (3) "Alternative Routes to Excellence" (Charles Willie); (4) "Proposition 48 and Standardized Testing for College Admissions: Policy Implications for Educational Equity" (Irving P. McPhail); (5) "Education for Interpersonal Literacy" (Geneva Gay); and (6) "Can America Really Achieve Equity?" (Charles Rankin). Included, in addition, are: a roster of the commission, a questionnaire for commission members; correspondence of significance regarding topics of concern to the commission; a summary of activities for 1983-85; and interviews with Donald H. Smith (NABSE President) and Emeral A. Crosby (a member of the National Commission on Excellence in Education). (KH)

ED 277 621 SO 017 767

Scott, Kathryn P.
Gender and Moral Education.
PUB DATE- 86
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (New York, NY, November 14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Decision Making; Elementary Secondary Education; *Ethical Instruction; Females; Males; Moral Development; *Moral Values; *Sex Bias; *Sex Differences; Sex Role; Social Development; Values Education
IDENTIFIERS- Kohlberg (Lawrence)

Because of widespread acceptance of Kohlberg's theory of moral development other aspects of moral thinking and behavior linked with the feminine voice have not received attention. Four areas of Kohlberg's theory relevant to the gender issue are critiqued, and work by Carol Gilligan, suggesting alternative theories for thinking and behavior, is analyzed, compared, and contrasted. Historically when developing curriculum, educators have emphasized modes of thinking which are linked with masculine ideals, in a manner compatible with Kohlberg's theory of moral development. However, applications of Gilligan's model of moral development need to be developed and applied. Specifically a model of moral development that encompasses a broader view and one that includes the feminine voice is needed. A model of decision making that could be used for curricular planning contains the following components: moral sensitivity, moral judgment, moral decision making, and moral action. (APG)

ED 277 651 SP 028 199

Bolden, John H.
Minority Students Are Achieving Excellence in Academic and Test Performance: A Model Program That Made It Happen. An Evaluation Study for the Center of Excellence--Operation Challenge.
PUB DATE- 86
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Attendance; *Demonstration Programs; Formative Evaluation; High Schools; Institutes (Training Programs); *Minority Groups; Program Effectiveness; *Program Evaluation; *Student Motivation; Summative Evaluation; Summer Programs; Two Year Colleges
IDENTIFIERS- North Florida Junior College

The purpose of "Operation Challenge" developed at the Center of Excellence, North Florida Junior College, is identifying potential college students and motivating them to complete high school and enroll in post-secondary education. During its first year of operation several components were implemented: (1) the identification and coordination of the existing services within the targeted communities; (2) the identification of prospective students; (3) the selection of students to participate in the total program and summer institute and work with and through the leaders within the targeted communities to get their help in assisting students; and (4) volunteering their service to aid in implementing the goals of the program. The capstone activity was planning and implementing a well-organized Summer Institute. A formative evaluation of the first year of the program's operation includes a set of eight statements of program objectives, each accompanied by a list of observed outcomes. A summary is presented of the responses of 15 students to a a questionnaire and to a discussion held on the second day of the 1986 Summer Institute, following the first year of the program's operation. Appended tables list teacher responses to a 100-item questionnaire requesting their opinions on how well the goals on the program were realized. (JD)

ED 277 668 SP 028 416

Teacher Supply and Demand in Florida: Third Annual Report.
Florida State Dept. of Education, Tallahassee.
PUB DATE- Sep 84
NOTE- 50p.; For the 4th and 5th annual reports, see SP 028 417-418. Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Trends; Population Trends; State Surveys; *Teacher Shortage; *Teacher Supply and Demand; *Trend Analysis
IDENTIFIERS- *Florida

This is the third annual report of teacher supply and demand in Florida. It looks at measures of teacher shortages during the 1983-84 school year, compares the projected supply of teachers by subject field with the numbers needed during 1985-86, and then projects the demand for teachers through the end of the century. Teacher vacancies in Florida during fall 1983 varied across subject fields, with some fields showing a much higher percentage of positions not filled by certified personnel than others. Among those fields where there was a higher than average number of positions unfilled or filled out-of-field were mathematics, science, English, emotionally handicapped, specific learning disabilities, and mentally handicapped, all of which, except English, appeared on a similar list the prior year. The most important factor in teacher supply and demand in Florida during the fifteen years beyond 1985 is the shift in the age distribution of the population. Specifically, the state faces a period of sharply rising K-12 students and a decreasing number of persons in the age groups which provide most of the new teachers. (JD)

ED 277 685 SP 028 454

Teacher Certification. ERIC Digest 11.
ERIC Clearinghouse on Teacher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Qualifications
IDENTIFIERS- ERIC Digest

Teacher certification is the education system's process for assuring that public school teachers possess minimum qualifications. Each state determines its own certification standards. Increased mobility among teachers suggests that teacher candidates should have information about general requirements for certification and where to locate particular state requirements. This digest provides information on the purpose of certification, types of certification, certification requirements, how to obtain information about requirements, and prospects for change in requirements. References are included. (JD)

ED 277 715 TM 860 655

Abraham, Ansely A.

College-Level Study: What Is It? Variations in College Placement Tests and Standards in the SREB States. Issues in Higher Education, Number 22.

Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Admission Criteria; College Admission; *College Curriculum; *College Entrance Examinations; Colleges; Cutting Scores; Equivalency Tests; Higher Education; Mathematics Tests; Reading Tests; *Remedial Instruction; School Surveys; *Student Placement; Two Year Colleges; Writing Evaluation
IDENTIFIERS- Southern Regional Education Board

A survey was conducted among 489 public colleges in the Southern Regional Education Board states to determine cutting scores for placing students into regular versus remedial college classes. Results indicated a large number and variety of tests in reading, writing, and mathematics--almost 100 combinations of 70 different tests--were used to place students. Both locally-developed and standardized tests were used. Thirty-one different reading tests were reported, most frequently the Nelson-Denny Reading Tests, the American College Test, Multiple Assessment Programs and Services--Descriptive Test of Language Skills (MAPS-DTLS), and the verbal Scholastic Aptitude Test. Thirty different writing tests were reported, including the American College Test--English, a sample essay, and a locally developed test. For mathematics, 118 colleges used an in-house test. In addition, 36 testing instruments were named, including the American College Test--Mathematics, Scholastic Aptitude Test, and MAPS. An examination of the cut-off scores used by the different colleges indicated a wide range of standards. On a reading test, the percentage of students eligible for college-level placement ranged from 57 percent to 99 percent, and on a mathematics test, from 6 percent to 86 percent. (GDC)

ED 277 743 TM 870 022

Mathematics, Grade 1. TEAMS Instructional Strategies Guide.

Texas Education Agency, Austin.

PUB DATE- Aug 86
NOTE- 39p.; For related documents, see TM 870 023-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Computation; Elementary School Mathematics; Geometry; *Grade 1; Instructional Development; *Learning Strategies; *Mathematics Instruction; Mathematics Skills; *Mathematics Tests; *Minimum Competency Testing; Number Concepts; Primary Education; Problem Solving; State Programs; Teaching Guides; Testing Programs; Test Items
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This document is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS mathematics objectives for grade 1. It provides a detailed description of the test items used to measure each mathematics objective. The eight objectives are subsumed under five skill areas: (1) number concepts (number sequence, place value, number comparison); (2) computation (addition, subtraction); (3) problem solving (word problems involving addition/subtraction); (4) measurement (time); and (5) geometry (geometric shapes). The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4 a description of responses to each multiple choice or open-ended test item; (5) answer analysis for sample items; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

ED 277 756 TM 870 035

Writing, Grade 7. TEAMS Instructional Strategies Guide.

Texas Education Agency, Austin.

PUB DATE- Aug 86
NOTE- 39p.; For related documents, see TM 870 022-039.
AVAILABLE FROM- Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Behavioral Objectives; Capitalization (Alphabetic); Descriptive Writing; *Grade 7; Grammar; Instructional Development; Junior High Schools; Learning Activities; *Learning Strategies; *Minimum Competency Testing; Punctuation; Sentence Structure; Spelling; State Programs; Teaching Guides; Testing Programs; Test Items; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- Test Content; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This document is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS writing objectives for grade 7. It provides a detailed description of the test items used to measure each writing objective. The ten objectives are subsumed under five skill areas: (1) mechanics (capitalization, punctuation, and spelling); (2) English usage; (3) sentency formation; (4) proofreading; and (5) organization/appropriate response to purpose and audience (informative/descriptive writing, informative/narrative writing, informative/classificatory writing, and persuasive/descriptive writing). The following information is provided for six of the objectives: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

Schisgall, Laura J., Ed.
Guide to Careers in World Affairs.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-111-0
PUB DATE- 87
NOTE- 334p.
AVAILABLE FROM- Foreign Policy Association, Inc. 205 Lexington Ave., New York, N.Y. 10016 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Banking; Business; *Careers; Consultants; *Employment Opportunities; *Employment Qualifications; Finance Occupations; Higher Education; *Internship Programs; Journalism; *Labor Market; Lawyers; Nonprofit Organizations; Public Service Occupations; Secondary Education; *World Affairs

Designed to help those who are considering a career that enables them to travel or live abroad or to work in an international field, this guide will be especially helpful to college and graduate school students, graduates with advanced degrees, professionals exploring alternative careers, and college-bound high school students, and will also be a useful resource for career counselors, job placement offices, and libraries. Listed are more than 250 sources of employment in international business, banking, finance, international law, journalism, consulting, nonprofit organizations, the United States government, the United Nations, and other international organizations. Each of the listings provides a brief description of the organization, the size of the professional staff, the number of professionals hired in the last year, qualifications for employment, internships where available, application procedures, and address. Also included are introductory essays by outstanding representatives of the different professions described, an annotated bibliography, and a listing of graduate programs. (BZ)

Dilanian, Seta Margo
Dimensions of Needs in Secondary Substitute Teaching.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Lesson Plans; Professional Training; Secondary Education; *Secondary School Teachers; *Student Needs; *Substitute Teachers; *Teacher Behavior; *Teacher Effectiveness; *Teacher Student Relationship

Following a brief review of research and literature regarding the needs of secondary school substitute teachers, suggestions for helping these teachers do an effective, professional job are offered. Research indicates that understanding of the subject matter along with understanding of various learning approaches enhances the substitute teacher's professionalism and makes the job easier. Other environmental factors such as class size, student abilities, time of year, and day of week affect the responsiveness of students to learning and to the substitute teacher. Substitute teachers must show the same degree of good judgment skills and flexibility as the full-time teacher. In short, effective, successful substitute teaching seems to require an expansion and magnification of effective characteristics of all teachers. (CB)

ED 277 701 SP 028 504

Yff, Joost, Ed.
Education in the Information Age: The Impact on Teacher Education and Teaching. International Yearbook on Teacher Education, 1985. Selected Papers from the ICET World Assembly (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
International Council on Education for Teaching, Washington, D.C.
PUB DATE- Jul 85
NOTE- 164p.; Papers presented at the International Council on Education for Teaching World Assembly (32nd, Vancouver, BC, Canada, July 22-26, 1985).
AVAILABLE FROM- The International Council on Education for Teaching, One Dupont Circle, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Educational Policy; Foreign Countries; Foreign Policy; *Futures (of Society); Higher Education; *Information Needs; International Relations; Research Utilization; *Teacher Education; Teacher Education Curriculum; *Teacher Improvement
IDENTIFIERS- *International Council on Education for Teaching

This volume presents selected major addresses given during the plenary sessions of the 1985 International Council on Education for Teaching (ICET) World Assembly. Papers are grouped according to World Assembly themes: Education in the Information Age; Research in Teacher Education: New Emphases in the Information Age; Current Developments in Education in the Information Age; and Collaboration of Higher Education and the Private Sector in Development. Included also are selected comments of panel members, and abstracts of concurrent session presentations. The following papers are reproduced: (1)"Overview and Major Tenets of Canadian Foreign Policy: Past, Present, and Future" (Paul Heinbecker); (2) "Canada's Role in International Development" (Robert J. Moore); (3) "The Multilateral Imperative: International Issues in Teacher Education Curriculum" (Stephen Lewis); (4) "Education in the Information Age: The Keynote Address" (Jack R. Taub); (5) "The Nature of Work and the Nature of Schooling: New Responsibilities for Teacher Education in the Information Age" (Milton McClaren); (6) "The Impact of Research on Teacher Education" (Gene Hall); (7) "Implications of the Information Age for the Teaching Profession" (Mary Moran); and (8) "Teaching in the Future: Three Scenarios" (Peter J. Murphy and Geoffrey Potter). (JD)

ED 277 729 TM 870 005

Vale, David C.
Development of a Microcomputer-Based Adaptive Testing System. Phase II--Implementation. Final Report for Period 1 October 1983 to 11 November 1985.
Assessment Systems Corp., St. Paul, Minn.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Psychological Sciences Div.
REPORT NO.- ONR-RR-85-5
PUB DATE- Dec 85
NOTE- 19p.
CONTRACT- 00014-83-C-0634
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Computer Networks; Computer Software; Field Tests; *Microcomputers; Military Training; Postsecondary Education; *Test Construction
IDENTIFIERS- MicroCAT Testing System

The goal of this project was to develop an inexpensive, self-contained system of hardware and software to support the development, administration, and evaluation of computerized adaptive tests. Toward that goal, commercial hardware was selected and a comprehensive software called the MicroCAT Testing System was developed. The MicroCAT system was implemented in a local area network configuration at the Basic Electricity and Electronics School of the Naval Training Center in San Diego. It was integrated into the school's computer-managed instruction system and made available to the University of Illinois for research on adaptive diagnostic testing. In response to suggestions from users at this and other non-government implementations, the MicroCAT system was refined into a marketable commercial product. (Author)

ED 277 786 UD 025 269

Foley, Eileen; Oxley, Diana

Effective Dropout Prevention: An Analysis of the 1985-86 Program in New York City. Report No. 3, Dropout Prevention Series.

Public Education Association, New York, N.Y.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Nov 86
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropout Research; *Dropouts; *Educational Improvement; High Schools; *Program Effectiveness
IDENTIFIERS- New York City Board of Education

The State-funded Attendance Improvement/Dropout Prevention program and the City-funded Dropout Prevention Program distributed over $30 million to the New York City Board of Education in 1985-86. This document is a summary report of an analysis of program implementation in the schools receiving these funds aimed at better understanding of political and organizational requirements for successful implementation. Findings show that policymakers must further consider the realities of the local context when designing program guidelines. Another goal of the analysis was to discern the strengths and weaknesses of the various programs. This involved examination of types of services offered, of school versus community-based organization delivery of these services, and of the larger school context of programs being studied. Findings document that continued program development and general school improvement are needed for dropout prevention. After describing program models, the report provides policy recommendations in the following areas: (1) targeting; (2) implementation; and (3) program development. Findings are presented in the following general sections: (1) implementation; (2) staff evaluations of programs; (3) student satisfaction; and (4) dropout prevention and school environment. An appendix provides sampling and interview methods as well as interview forms. (LHW)

ED 277 801 UD 025 287

Wynne, Edward A.
Award Winning Schools, 1984-1985: Chicago Area.
Illinois Univ., Chicago. Coll. of Education.
PUB DATE- 85
NOTE- 17p.; Self-assessment form, p.16, contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Quality; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Institutional Evaluation; Instructional Effectiveness; Personalit Assessment; *School Effectiveness; Success; Urban Schools
IDENTIFIERS- *Illinois (Chicago)

This booklet describes the characteristics of 19 Chicago area schools designated as winners in a 1984-85 recognition program entitled "For Character" sponsored by the University of Illinois at Chicago. These public and private elementary and secondary schools were outstanding in developing student character and academic learning. Characteristics of winners include the following: (1) they stressed planning and foresight; (2) they stressed the importance of constructive symbolic and emotional appeals; (3) they used a variety of means to stress academic learning; (4) they stressed maintaining supportive relationships; and (5) they reached out to involve outsiders. Evaluation and identification of excellent schools is a complex task; while extraordinary staff do make a school better, they must follow certain specific patterns if they want to run good schools. This program articulated objective criteria associated with well-run schools and then found schools to meet the criteria. Good schools can be identified without entering the questionable process of personality assessment. A sample self-assessment form used by the program is provided. (LHW)

ED 277 622 SO 017 777

Lawler, Philip F.

How Bishops Decide: An American Catholic Case Study. Ethics and Public Policy Essay 63.

Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-101-6
PUB DATE- Mar 86
NOTE- 51p.; Foreword by Richard John Neuhaus.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 Fifteenth Street, N.W., Washington, D.C. 20005 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholics; *Clergy; *Economic Research; Higher Education; *Peace; *Persuasive Discourse; *Religious Organizations
IDENTIFIERS- *Postoral Letters

The purpose of this study is to show how American Catholic bishops go about preparing a pastoral letter on a public issue. The actual preparation of a pastoral letter includes a number of complicated issues. The first two chapters provide background on the bishops' current letter. "Catholic Social Teaching and the U.S. Economy," tracing the recent history of Catholic social teaching, and the progress of the committee charged with drafting the letter. Chapter 3 assesses the breadth of the committee's consultation and its response to criticism of the draft. Chapter 4 surveys the political outlook of the committee members and their chief advisors. Chapter 5, the final chapter, treats a subject that is now hotly debated among Catholic theologians: the teaching authority of a bishop's conference. (BZ)

ED 277 652 SP 028 206

King, Debra A.
The Implications of Metacognition as an Intellectual Enrichment Strategy to Increase the Success of Black Students on Standardized Assessment Measures.
PUB DATE- Oct 86
NOTE- 26p.; Paper presented at the Annual Conference on the Preparation and Survival of Black Public School Teachers (7th, Norfolk, VA, October 9-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; Cognitive Processes; *Cultural Differences; *Learning Strategies; *Metacognition; Standardized Tests; *Test Wiseness

In this discussion on differences between white and black students in academic achievement, it is pointed out that apparent differences in scholastic ability may actually be differences in ways of thinking and relating to schooling which arise more from cultural background than from innate cognitive ability. It is suggested that disparities that exist (or are measured by standardized tests) may be attributed in part to different ways of interpreting the spoken or written word. Focusing upon students' knowledge or beliefs about factors affecting their own cognitive activities, and reinforcing their ability to reflect on or monitor their own cognitive processes will strengthen academic performance. One skills training format that may be used to this end is a task analysis instructional sequence for teaching metacognitive skills for test taking. This approach can be used as an intellectual enrichment strategy. Such treatment sessions emphasize the necessity for students to independently plan, regulate, and monitor their reading/thinking activities, focusing on thoughts, goal setting, planning, assessment of ways to achieve goals, and checking to see whether the academic goal has been met. A five-page reference list concludes the document. (JD)

Teacher Supply and Demand in Florida. Fourth Annual Report.
Florida State Dept. of Education, Tallahassee.

PUB DATE- Oct 85
NOTE- 55p.; For other reports in this series, see SP 028 416-418. Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Elementary Secondary Education; *Enrollment Trends; State Surveys; *Teacher Shortage; *Teacher Supply and Demand; *Trend Analysis
IDENTIFIERS- *Florida

This report of teacher supply and demand in Florida looks at measures of teacher shortages during the 1984-85 school year, compares the projected supply of teachers by subject field with the numbers needed during 1986-87, and then projects the demand for teachers through the end of the century. As seen in prior years, some fields showed a much higher percentage of positions not filled by certified personnel than others. Mathematics, science, foreign languages, and education for the emotionally handicapped had even higher percentages of teachers hired out-of-field during fall 1984 than the prior year. The long-range picture continues to indicate the likelihood that an impending serious teacher shortage will be one of the most important educational issues Florida will face over the next 15 years. The report estimates that during 1987-88 the state will need more than 8,000 additional teachers if out-of-field teachers are not included in the calculation, and about 12,000 teachers if they are. The most important factor in teacher supply and demand in Florida during the years beyond 1986 is the shift in the age distribution of the population. (JD)

Bailey, Billie; And Others
Chapter I: Impacting Excellence in Basic Skills since 1965. Initiative to Improve the Quality of Chapter I Projects.
Mercer County Schools, Princeton, W. Va.
PUB DATE- 6 Feb 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Economically Disadvantaged; Educationally Disadvantaged; Individual Instruction; *Language Arts; *Parent Participation; Parent School Relationship; Parent Student Relationship; Primary Education; Reading Centers; *Reading Skills; Reading Writing Relationship; Remedial Programs; Rural Schools; *Supplementary Education; Writing Laboratories; *Writing Skills
IDENTIFIERS- West Virginia (Mercer County)

The overall goal of the sections of Mercer County's Chapter 1 project described in this profile was to provide a low-risk environment for the development of writing, reading, and related language arts skills in first, second, and third grade children. This goal was implemented within the broader sphere of the total school community. Communication, coordination, and involvement within that setting were inherent in the project's success. The project followed a pull-out design wherein students received 45 minutes of daily instruction five times per week. Two unique features in the design were as follow: (1) an underlying belief that the development of reading and writing skills are related, and (2) a parent communication involvement program, called HOME WORKS, designed to meet the specific needs of Chapter 1 children. The program had a significant impact on the writing and reading abilities of children in all grades. "Ripple effects" from the program resulted in more student writing in all grades throughout the school. While both the experimental and control programs were successful, the former, using computers, had a greater impact, resulting in the implementation of primary reading laboratories in the control schools. (LHW)

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